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ABSTRACT

This report summarizes the results of achievement tests administered in the Spring of 1981 to students in court-identified minority-isolated schools in San Diego, California. An introduction outlines the court order and describes the tests and the participating schools. In 28 of the 36 subject-grade level instances analyzed, student achievement on the Comprehensive Tests of Basic Skills met or exceeded interim goals, goals which reflect the rate of progess needed to attain the court specified objectives. Test results also revealed an increased percentage of students performing at or above the national norm for reading, mathematics, and language. In conclusion, these test results show a high level of success for the instructional programs implemented in response to the court decision. (APM)

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ED210335

San Diego City Schools

EVALUATION SERVICES DEPARTMENT REPORT

TESTING RESULTS FOR MINORITY ISOLATED SCHOOLS

SAN DIEGO CITY SCHOOLS

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Spring 1981

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No. 295

Prepared for:

Superintendent
July 7, 1981

SUMMARY

SAN DIEGO CITY SCHOOLS
TESTING RESULTS FOR MINORITY ISOLATED SCHOOLS

Spring 1981

Spring 1981 test results indicate the instructional programs being implemented in the minority isolated schools are meeting with a very high degree of success. In more than three-quarters of the subject-grade level instances (e.g., Reading for Grade 1, Mathematics for Grade 2), students enrolled in the court-identified minority isolated schools met or exceeded the progress rates needed to attain the court's stated goal of "50 percent of the students being at or above the national norm."

A very brief summary is provided below. More information is contained in the body of the report (pages 1-22). Finally, very detailed data are in the appendices of the report for readers seeking such information.

COURT ORDER

The first paragraph in the December 2, 1980, court order from Judge Louis M. Welsh stated,

> *It is ordered, adjudged and decreed that: The Board of Education of the San Diego Unified School District will: 1. Implement a course or courses of study in all minority isolated schools which will result, by the dates indicated in the table below, in 50% of the students in the isolated schools achieving at or above the national norm on the Comprehensive Test of Basic Skills (CTBS) in reading, mathematics and language.*

STUDENTS TESTED

During the time interval April 20 to May 6, 1981, approximately ten thousand students who were enrolled in the 23 court-identified minority isolated schools were administered the appropriate levels of Form S of the *Comprehensive Tests of Basic Skills* (CTBS). The curriculum areas of Reading, Language, and Mathematics were assessed.

BASELINE DATA

Since each of the 23 minority isolated schools was a Title I school during the 1979-80 school year, each school had tested with Form S of the CTBS during the spring of 1980. This testing information is listed in the court order as the baseline data from which the schools were expected to progress towards the court's specified goal.

INTERIM GOALS

Provided in the court order is a table of baseline data and a charge to the San Diego Unified District to obtain student achievement tests results by the end of the 1980-81 school year which "must reflect significant achievement towards these goals."

"Interim goals" are provided in this report to reflect the rate of progress needed to attain the court goals during the time intervals specified in the court order. Each interim goal is a linear approximation of the advancement needed to progress from each specific baseline to the goal.

Testing Results
for Minority Isolated Schools
Spring 1981

SUMMARY OF FINDINGS

STATUS OF ATTAINMENT OF INTERIM GOALS

Test data from Spring 1981 testing indicate that in 28 of the 36 subject-grade level instances analyzed, student achievement on the CTBS met or exceeded the calculated interim goals. Seven of the eight instances in which the interim goals were not attained dealt with secondary grades. At the junior and senior high school levels, the instructional programs reflecting the court order were at a developmental stage during the 1980-81 school year.

OTHER INDICATIONS OF PROGRESS

Due to the different time frames for goal attainment for different grade levels, it is impossible to meaningfully calculate an interim goal across the 12 grade levels. Even so, it was possible to calculate the increased percent of students who were achieving at or above the national norm. For Reading, there was an increase of 10 percent of the students reading at or above the national norm as compared to last year (from 30.7% in Spring of 1980 to 40.7% in 1981). The corresponding increased percents for Language and Mathematics were 8.2 percent (from 29.2% to 37.4%) and 13.7 percent (from 40.5% to 54.2%), respectively.

Relative to the achievement of the "average child" in the minority isolated schools, median percentiles and grade equivalent values were calculated. Figures reveal that in 31 of the 36 subject-grade level instances analyzed, the median percentiles (i.e., the percentile achievement of the average pupil at the respective grades) increased. In one instance, the percentile values were unchanged. Three of the four cases in which the median percentiles declined have baseline data which are considered non-representative. Inspection of median grade equivalent gains for elementary grades showed that in 11 of the 14 instances analyzed, students demonstrated gains of ten months or more for ten months of instruction. Some gains were exceptional (e.g., Grade 6, Reading, 16 months; Language, 14 months; Mathematics, 15 months, for ten months instruction).

CONCLUSIONS AND RECOMMENDATIONS

The instructional programs being implemented in the elementary grades are meeting with an exceptionally high level of success as indicated by a variety of measures. The secondary schools' equivalent of the Achievement Goals Program (AGP) is only at the pilot level of development, but seventh and eighth grade test results in the pilot schools look promising.

The 1980 baseline data provided for Language (and for two other subject-grade level instances) need to be reviewed. With the court's permission, a revised baseline (using 1980 and 1981 data) would provide a more accurate base from which interim goal progress could be judged.

Additional conclusions and recommendations may be found on Page 22.

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SAN DIEGO CITY SCHOOLS

TESTING RESULTS
FOR MINORITY ISOLATED SCHOOLS

Spring 1981

INTRODUCTION

The purpose of this report is to provide in a single source document the summary results of Spring, 1981 achievement tests administered in the court-identified minority isolated schools. The tests administered and the schools participating in the testing activities are described in the following section.

Due to time constraints, the narrative portion of this report is necessarily brief. The primary intent of this report is to provide meaningful and detailed data for review by various interested audiences. The report has been structured in a manner to, hopefully, permit readers seeking varying degrees of detail to conveniently find the level of information they seek. The primary summary information, with graphic illustrations, are provided in the body of the report. The reader seeking more detailed data will find such in the appendices of the report.

Additional analyses will occur during the summer months which will include the review and summary achievement of students participating in the major component programs (Achievement Goals Program (AGP), DISTAR, and Magnet Programs) and the correlation of AGP cummulative tests' results with Spring 1981 CTBS testing results.

BACKGROUND INFORMATION

On December 2, 1980, Judge Louis M. Welsh submitted to the Board of Education of the San Diego Unified School District a court order which stated, in part, the following:

IT IS ORDERED, ADJUDGED AND DECREED that: The Board of Education of the San Diego Unified School District will: 1. Implement a course or courses of study in all minority isolated schools which will result, by the dates indicated in the table below, in 50% of the students in the isolated schools achieving at or above the national norm on the Comprehensive Test of Basic Skills (CTBS) in reading, mathematics and language.

There are 23 additional paragraphs which are explicated in the court order. This report is intended to provide data to determine the degree of student progress towards the stated goal in paragraph 1. (Appendix A contains the first two pages of the court order which include a chart showing the time schedule by grade level.)

Provided in the court order is a table of baseline data and a charge to the district to obtain student achievement results by the end of the 1980-81 school year which "must reflect significant achievement towards these goals" (Page 2 of court order).

Testing Results
for Minority Isolated Schools
Spring 1981

SCHOOLS AND PROGRAMS INCLUDED

The schools for which data are provided and the "interim goals" of this report are consistent with the baseline data. That is, the schools whose test results are included in this report are:

Elementary Schools

Baker	Fulton	Lowell
Balboa	Horton	Mead
Burbank	Johnson	Sherman
Chollas	Kennedy	Stockton
Emerson	Knox	Valencia Park
Freese	Logan	Webster

Junior High Schools

- Gompers
- Memorial
- O'Farrell
- Lincoln (Grade 9 only)

Senior High Schools

- Gompers (Grades 10 and 11)
- Lincoln
- Morse

The "interim goals" in this report have been calculated in a manner to reflect the rate of progress needed to attain the court goal during the time intervals specified in the court order. A brief explanation of how the interim goals were calculated and a graphic illustration immediately precedes the summary of results section.

As mentioned earlier, these data reflect the accumulated efforts of various instructional programs which include the following: The Achievement Goals Program (Grades 1-6); DISTAR (Grades K-3); Elementary Schools' Magnet Program efforts at Burbank, Johnson, Valencia Park and Webster; Secondary Magnet Programs at Gompers, Lincoln, Memorial, Morse and O'Farrell. In addition, other specially funded programs (e.g., ESEA Title I, School Improvement Program) are included in many of these schools. Additional analyses will occur during the summer months to determine the impact of the various program efforts, as was mentioned earlier.

TESTS ADMINISTERED AND DATES

During the time interval April 20 - May 6, 1981, approximately ten thousand students in the specified schools were administered the appropriate levels of Form S of the *Comprehensive Tests of Basic Skills* (CTBS). The curriculum areas of Reading, Language, and Mathematics were assessed.

Testing Results
for Minority Isolated Schools
Spring 1981

Since all the court-identified schools were Title I schools during the 1979-80 school year, they were tested in the Spring of 1980. The baseline data provided in the court order was obtained from these tests (CTBS, Form S). For the most part, the Spring 1980 data provide a valid baseline from which to calculate relative progress. In the instance of the content area of Language, the baseline data have some weaknesses. That is, schools were not required to test on the language subtests during the Spring of 1980 because it was not a Title I requirement. Hence, many schools do not have a representative data base for language for 1980. Schools were required to include the language subtests for Spring 1981. With court permission, a more representative baseline could be determined for future analysis. There are two other instances in which the baseline data appear to be non-representative. Those instances are Reading-Kindergarten and Mathematics-Grade 11. In both of these cases, the number of students included in the baseline is relatively small and the data appear inconsistent with other related information. More details will be included later in this report regarding these two data sets.

Also, it should be mentioned that, due to a compromise of the vocabulary portion of two levels of the CTBS, Form S, the corresponding CTBS Reading Comprehension subtests data have been analyzed and provided as the best indicators of "Total Reading" achievement. These instances are clearly marked. Total Reading and Vocabulary Subtests data are included in some tables for reference, but are clearly indicated (shaded).

METHOD USED TO DETERMINE INTERIM GOALS

The interim goals which are displayed in the following tables are "linear interpolations" of the progress needed to attain the specified goal for the specified years. An example is perhaps the best method of communicating the concept of "interim goal".

Assume there are baseline data for a Grade 6 population which indicate that 30% of the students achieved at or above the national norm (i.e., publisher's 50th percentile). Since, according to the court order, Grade 6 has until Spring 1984 to have 50% of the students score at or above the national norm, there are four years to accomplish this task. A linear approximation would estimate that one-fourth of the interval from 30% to 50% should be accomplished the first year. Hence, the interim goal for Spring 1981 would be 35 percent at or above the national norm.

BASELINE VALUE	+	PROPORTIONAL INCREASE	=	INTERIM GOAL
30	+	¼ (50-30)	=	35

The figure on the next page displays graphically the concept of "interim goal" using a linear approximation estimation.

Baseline data for Spring 1980 CTBS testing may be found in Appendix B.

Testing Results
for Minority Isolated Schools
Spring 1981

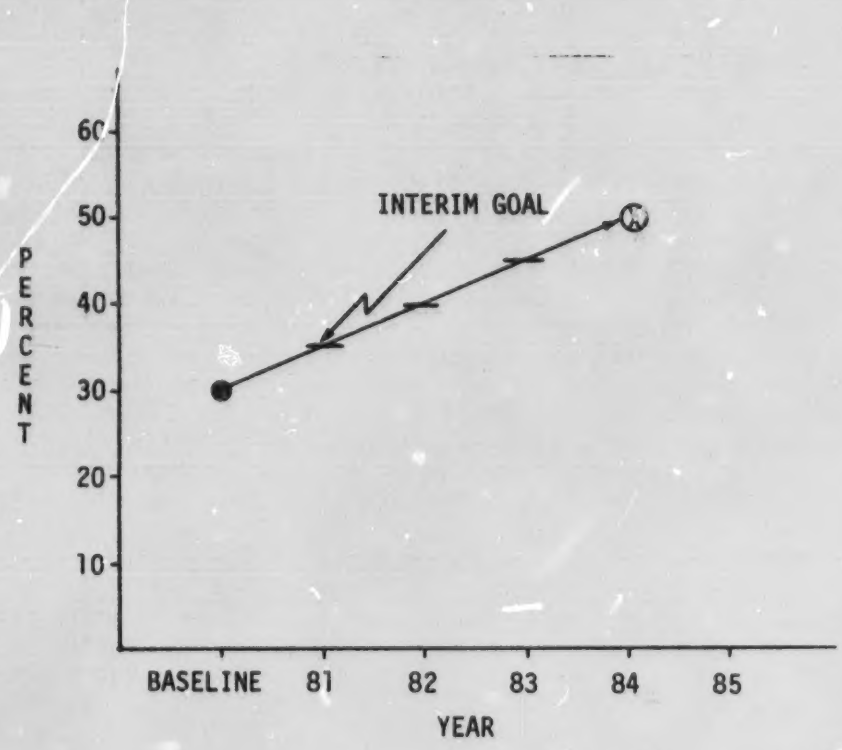


FIGURE 1
Graphic Illustration of the Concept
of "Interim Goal"

Spring, 1981 results which exceed the 35 percent interim goal would appear above the indicated point on the sample graph. Similarly, lower performance would fall below the indicated point.

For ease of reference, certain symbols are used in the remainder of this report to summarize the relative degree of attainment of the interim goals. They are as follows:

"+" Indicates that the Spring 1981 data exceed the standard of the interim goal. (Graphically above the point).

"√" Indicates Spring 1981 data are within 2 percent (plus or minus) of the interim goal. (Grpahically almost on the line projecting the linear growth).

"—" Indicates Spring 1981 data are less than the interim goal. (Graphically below the point).

In any instance in which the baseline data exceeded the court ordered goal (50 percent of students at or above the national norm), then an "M" is used in the "interim goal column" to indicate that the performance should be maintained at or above 50 percent. In the "status columns", an "M" is used to indicate when the performance was <u>maintained</u> above 50 percent.

SUMMARY OF 1981 SPRING TESTING RESULTS

A brief overview of the information contained in this section will facilitate its review. First, a pair of "scoreboards" are provided which summarize the relative attainment of the interim goals by grade level. The symbols described in the previous section ("+", "√", "—", and "M") are utilized to simplify this summary. Next, three tables are provided which contain the data from which the "scoreboards" evolved. Graphs illustrating each of the interim goals then follow. More detailed data are then provided in the body of the report or referenced in appendices for the reader seeking additional details.

Table 1 contains two summaries displaying the degree of attainment of the interim goals. The top summary is for "Students in Attendance for the Full School Year" (i.e., September, 1980 to April testing). The lower summary table is for students who enrolled in their respective schools during the school year. (Data for "part" and "full period" enrollment were requested in the court order.)

Running horizontally across the tables are numbers indicating the grade levels, Kindergarten through Grade 11. Vertically, the content areas of Reading, Language and Mathematics are listed. Two examples will help clarify the data contained in these two tables. In the upper left hand corner of the top table, there is an "M" in the cell which corresponds to Reading-Kindergarten. The "M" indicates the 1980 baseline data were at or above the court criterion level and that 1981 data maintained performance above the standard.

For Reading-Grade 2, Reading-Grade 5, and Reading-Grade 9, the symbols"+", "√" and "—" appear, respectively. These mean that Spring 1981 data exceeded the relative interim goal for Reading-Grade 2 ("+"); for Grade 5, Reading scores approximated the interim goal ("√"); and for Grade 9, the percent of student reading at or above the interim goal was less than the standard ("—").

With this summary page defined the reader should be able to peruse the two tables to assess the Spring 1981 test results relative to the interim goals. The tables and graphs which immediately follow will provide more detailed data.

A review of the top table reveals that there are three instances in which the court-ordered goals have been maintained ("M"); 21 cases when Spring 1981 results exceed the interim goal standards ("+"); four instances when test approximate the interim goals; ("√") and eight cases in which the summary test scores are less than the interim goals ("—"). It should be pointed out that seven of the eight "—'s" are at secondary grades (Grades 8 through 11). A "—" does not mean progress has not been made; but instead, that it did not meet the interim goal standards which were calculated from the 1980 baseline data.

With only five exceptions, the relative attainment of the interim goals for students enrolled for the "full school year" as compared to "part of school year" are the same. (See top and bottom tables.) The five exceptions are: Reading-Kindergarten ("M" to "—"), Language-Grade 1 ("+" to "√"), Language-Grade 2 ("+" to "√"), Reading-Grade 8 ("+" to "√") and Language-Grade 10 ("—" to "√"). The magnitude of the differences is illustrated in the more detailed data which follow.

TABLE 1
SUMMARY OF STUDENT INTERIM PROGRESS RELATIVE TO
ACHIEVEMENT STANDARDS STATED IN DECEMBER, 1980 COURT ORDER

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

	K	1	2	3	4	5	6	7	8	9	10	11
READING	M	M	+	+	+	✓	+	+	+	—	—	—
LANGUAGE		+	+	✓	+	✓	+	✓	—	—	+	+
MATH	+	M	+	+	+	+	+	+	+	+	—	—

STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

	K	1	2	3	4	5	6	7	8	9	10	11
READING	—	M	+	+	+	✓	+	+	✓	—	—	—
LANGUAGE	—	✓	✓	✓	+	✓	+	✓	—	—	✓	+
MATH	+	M	+	+	+	+	+	+	+	+	—	—

CODE:
"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (i.e., 50% OF STUDENTS AT OR ABOVE THE PUBLISHER'S MEDIAN).
"+" INDICATES SPRING 1981 DATA EXCEED INTERIM GOAL
"✓" INDICATES SPRING 1981 DATA APPROXIMATE INTERIM GOAL (+ or - 2%).
"—" INDICATES SPRING 1981 DATA ARE LESS THAN INTERIM GOAL

In summary, a review of the Table 1 data indicates that in nearly three-quarters of the subject-grade level instances which are displayed, student CTBS performance meets or exceeds the interim goals. Most all instances in which achievement gains have not reached the performance level of the interim goals are in the secondary grades -- where the instructional program has been either at a pilot-level of development or has not yet been developed.

Tables 2, 3 and 4 contain the information from which Table 1 evolved; but additional detail (e.g., the magnitude of the progress) can be determined by reviewing Tables 2, 3 and 4. Figure Sets 2, 3 and 4 graphically illustrate the data of these tables. For readers not numerically inclined, these figure sets should provide useful summaries of the magnitude of the gains. The relevant data (percent of students at or above norm) for 1980 baseline and Spring 1981 are also provided above each figure set.

Tables 2, 3 and 4 contain 1980 baseline data and Spring 1981 summary data for Reading, Language and Mathematics, respectively. Each table includes data for 1980 and 1981 testing as follows: The number of students tested (N), the number of these students scoring at or above the national norm ($N \geq MD_p$), and the percent of these students who were at or above the national norm ($\% \geq MD_p$). Also, for each grade level, the interim goal and the "progress status" is provided. The progress status is obtained by comparing Spring 1981 data with the corresponding interim goal. For instance, in Table 2 for Reading-Kindergarten, the interim goal was to maintain ("M") student achievement at or above the national norm. Under the columns headed "Spring 1981," the percent of students at or above the national norm is 50.2. Hence, the progress status of Reading-Kindergarten was maintained ("M") at or above 50 percent.

An example of a "+" progress status is illustrated by Reading-Grade 2 (44.6>39.0). Similarly, "√" progress status is illustrated by Reading-Grade 5 (since 29.5 is within two percent of 30.4), and "—" progress status appears for Reading-Grade 9 (23.1<25.4).

The data in Tables 2, 3 and 4 are for students who were in attendance for the full school year. Appendix C is provided for the reader seeking the corresponding data for students in attendance for part of the school year.

As was mentioned earlier in this report, baseline data for Reading-Kindergarten and Math-Grade 11 are considered by this writer to be non-representative baseline data. Review of Table 2 and Table 4 provides data to support this concern. Some parts of the Language baseline data set also are considered non-representative -- or unavailable for many schools (on a school-level analysis). It would seem advisable to recalculate the previously mentioned baseline values to provide a more accurate baseline. Use of 1981 Spring data would make this task possible.

Due to the different time frames for goal attainment for different grade levels, it is impossible to meaningfully calculate an interim goal for the "combined" data at the bottom Tables 2, 3, and 4. Even so, it is possible to calculate the increased percent of students achieving at or above the national norm. For "Combined Data" in Table 2, figures show there has been an increase of 10 percent of the students reading at or above the national norm (from 30.7 to 40.7 percent). Tables 3 and 4 reveal increases of 8.2 percent and 13.7 percent, respectively, for Language and Mathematics.

TABLE 2

MINORITY-ISOLATED SCHOOLS' ACHIEVEMENT TESTS RESULTS
PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM
SPRING 1980 (BASELINE) AND SPRING 1981 COMBINED AND BY GRADE LEVEL

READING DATA

STUDENTS IN ATTENDANCE FOR THE FULL SCHOOL YEAR

GRADE LEVEL	SPRING 1980 N	SPRING 1980 N≥MDp	SPRING 1980 %≥MDp	SPRING 1981 N	SPRING 1981 N≥MDp	SPRING 1981 %≥MDp	INTERIM GOALS	PROGRESS STATUS
K	154	84	54.5	707	355	50.2	M	M
1	987	498	50.5	883	515	58.3	M	M
2	955	320	33.5	893	398	44.6 ©	39.0	+
3	945	318	33.7	870	377	43.3 ©	37.8	+
4	1073	247	23.0	893	320	35.8 ©	29.8	+
5	1036	248	23.9	952	281	29.5 ©	30.4	✓
6	1157	317	27.4	946	358	37.8 ©	33.0	+
7	574	158	27.5	519	211	40.7	32.0	+
8	402	112	27.9	550	202	36.7	32.3	+
9	560	108	19.3	484	112	23.1	25.4	-
10	633	188	29.7	677	208	30.7	33.8	-
11	490	175	35.7	601	218	36.3	38.6	-
12	NO BASELINE DATA			485	160	33.0	(?)	(?)
COMBINED	7843	2410	30.7	7697	3129	40.7	VARIES	

CODE:

"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (i.e., 50% OF STUDENTS AT OR ABOVE THE PUBLISHER'S MEDIAN).
"+" INDICATES SPRING 1981 DATA EXCEED INTERIM GOAL.
"✓" INDICATES SPRING 1981 DATA APPROXIMATE INTERIM GOAL (+ or - 2%).
"-" INDICATES SPRING 1981 DATA ARE LESS THAN INTERIM GOAL

© COMPREHENSION SUBTEST DATA

TABLE 3

MINORITY-ISOLATED SCHOOLS' ACHIEVEMENT TESTS RESULTS
PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM
SPRING 1980 (BASELINE) AND SPRING 1981 COMBINED AND BY GRADE LEVEL

LANGUAGE DATA

STUDENTS IN ATTENDANCE FOR THE FULL SCHOOL YEAR

GRADE LEVEL	SPRING 1980 N	SPRING 1980 N≥MDp	SPRING 1980 %≥MDp	SPRING 1981 N	SPRING 1981 N≥MDp	SPRING 1981 %≥MDp	INTERIM GOALS	PROGRESS STATUS
K	350	162	46.3	719	328	45.6	48.2	-
1	544	176	32.4	817	343	42.0	38.3	+
2	518	144	27.8	761	290	38.1	35.2	+
3	569	166	29.2	734	263	35.8	34.4	✓
4	560	124	22.1	750	268	35.7	29.1	+
5	1013	248	24.5	946	295	31.2	30.9	✓
6	693	175	25.3	815	317	38.9	31.5	+
7	344	118	34.3	498	196	39.4	37.4	✓
8	201	83	41.3	539	194	36.0	43.0	-
9	281	84	29.9	468	142	30.3	33.9	-
10	168	44	26.2	642	212	33.0	31.0	+
11	116	22	19.0	586	211	36.0	25.2	+
12	NO BASELINE DATA			449	155	34.5	(?)	(?)
COMBINED	5073	1480	29.2	7047	2636	37.4	VARIES	

CODE:

"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (i.e., 50% OF STUDENTS AT OR ABOVE THE PUBLISHER'S MEDIAN).
"+" INDICATES SPRING 1981 DATA EXCEED INTERIM GOAL.
"✓" INDICATES SPRING 1981 DATA APPROXIMATE INTERIM GOAL (+ or - 2%).
"-" INDICATES SPRING 1981 DATA ARE LESS THAN INTERIM GOAL.

BASELINE DATA HAS WEAKNESSES. NOT ALL SCHOOLS/STUDENTS WERE REQUIRED TO TAKE LANGUAGE SUBTESTS DURING THE 1979-80 SCHOOL YEAR. SEE THE NARRATIVE FOR ADDITIONAL COMMENTS.

TABLE 4

MINORITY-ISOLATED SCHOOLS' ACHIEVEMENT TESTS RESULTS
PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM
SPRING 1980 (BASELINE) AND SPRING 1981 COMBINED AND BY GRADE LEVEL

MATH DATA

STUDENTS IN ATTENDANCE FOR THE FULL SCHOOL YEAR

GRADE LEVEL	SPRING 1980 N	SPRING 1980 N≥MDp	SPRING 1980 %≥MDp	SPRING 1981 N	SPRING 1981 N≥MDp	SPRING 1981 %≥MDp	INTERIM GOALS	PROGRESS STATUS
K	961	449	46.7	789	467	59.2	48.4	+
1	1011	646	63.9	884	643	72.7	M	M
2	966	468	48.4	891	570	64.0	48.9	+
3	912	350	38.4	856	424	49.5	41.3	+
4	1023	289	28.3	863	401	46.5	33.7	+
5	968	321	33.2	933	418	44.8	37.4	+
6	1139	356	31.3	942	463	49.2	36.0	+
7	585	257	43.9	520	302	58.1	45.1	+
8	387	154	39.8	553	287	51.9	41.8	+
9	541	153	28.3	464	195	42.0	32.6	+
10	604	202	33.4	683	234	34.3	36.7	-
11	394	168	42.6	596	187	31.4	44.1	-
12	NO BASELINE DATA			471	155	32.9	(?)	(?)
COMBINED	8493	3443	40.5	7695	4170	54.2	VARIES	

CODE:

"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (i.e., 50% OF STUDENTS AT OR ABOVE THE PUBLISHER'S MEDIAN).
"+" INDICATES SPRING 1981 DATA EXCEED INTERIM GOAL.
"√" INDICATES SPRING 1981 DATA APPROXIMATE INTERIM GOAL (+ or - 2%).
"_" INDICATES SPRING 1981 DATA ARE LESS THAN INTERIM GOAL

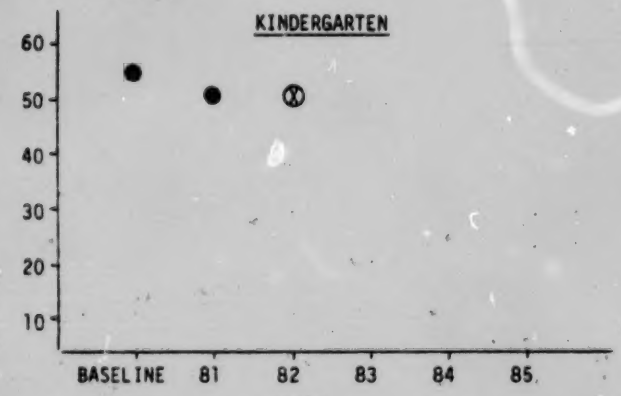
FIGURE SET 1

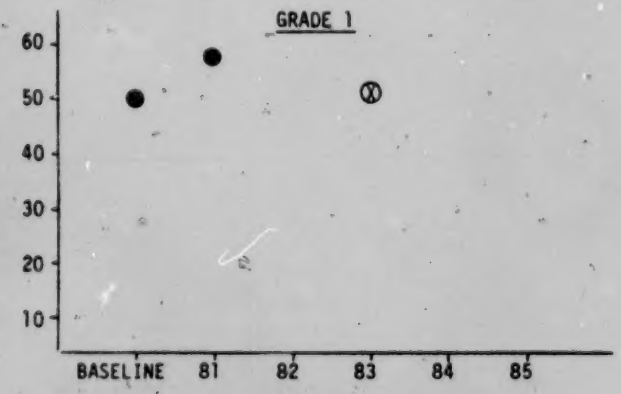
GRAPHIC DISPLAY OF STUDENT PROGRESS

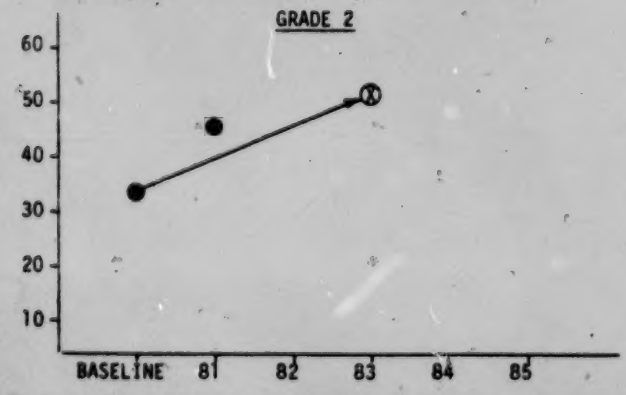
PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

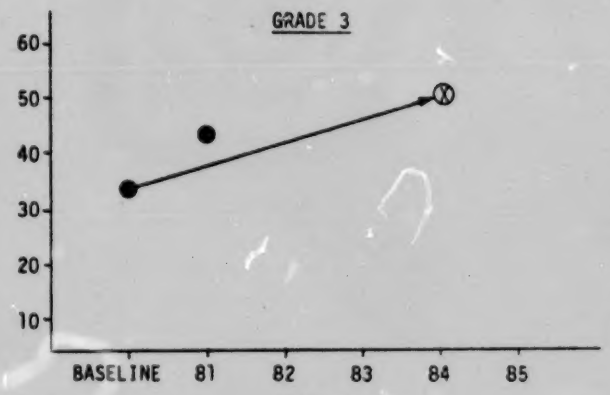
READING

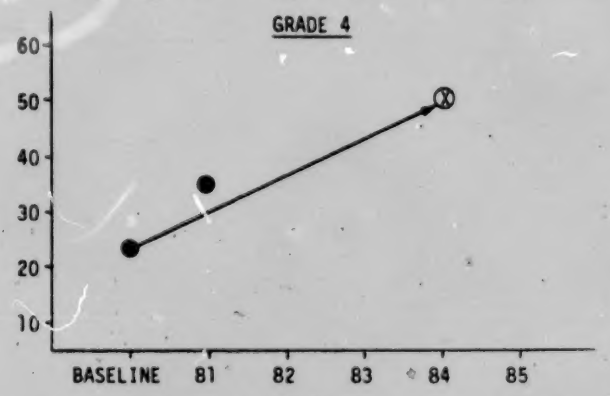
GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
	1980 (BASELINE)	81	82	83	84	85
K	54.5	50.2				
1	50.5	58.3				
2	33.5	44.6©				
3	33.7	43.3©				
4	23.0	35.8©				
5	23.3	29.5©				
6	27.4	37.8©				

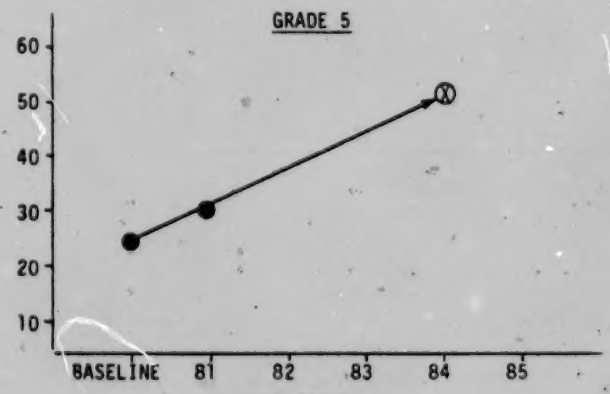


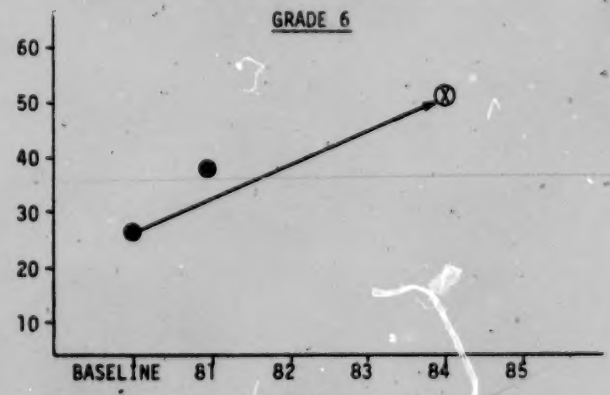












⊗ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

© DATA ARE FOR COMPREHENSION SUBTEST.

FIGURE SET 1 (continued)

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

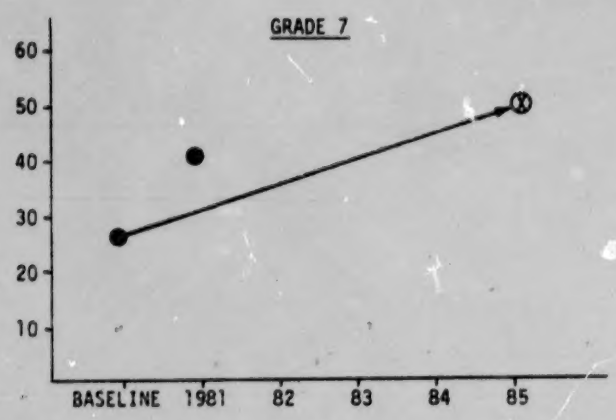
READING

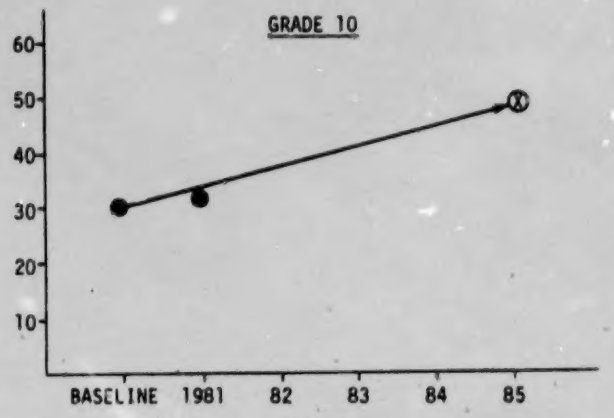
JUNIOR HIGH SCHOOLS

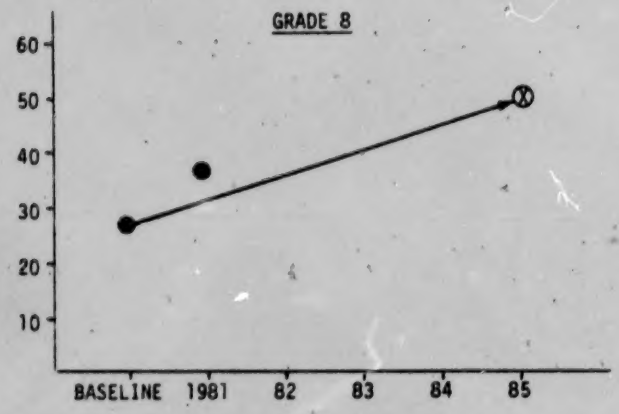
GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
	1980 (BASELINE)	81	82	83	84	85
7	27.5	40.7				
8	27.9	36.7				
9	19.3	23.1				

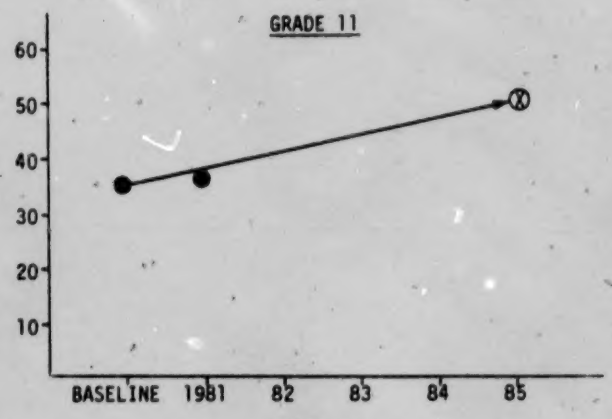
SENIOR HIGH SCHOOLS

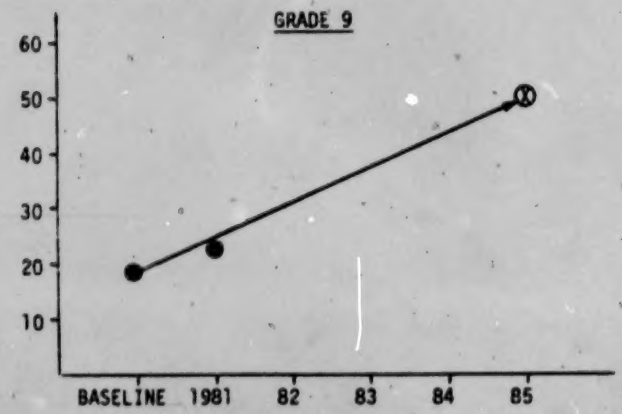
GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
	1980 (BASELINE)	81	82	83	84	85
10	29.7	30.7				
11	35.7	36.3				
12	N/A	33.0				

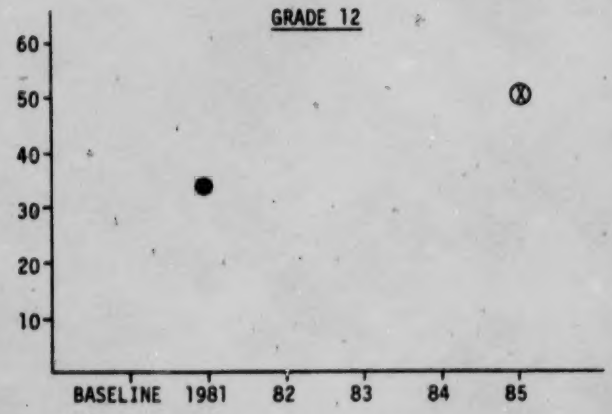












⊗ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

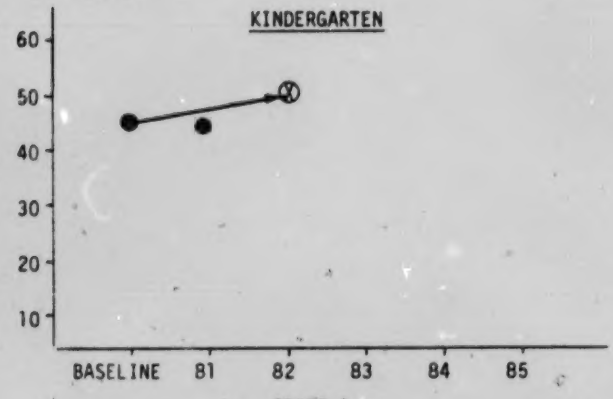
FIGURE SET 2

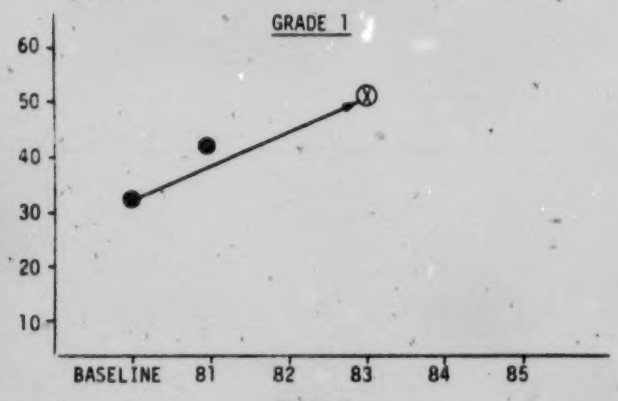
GRAPHIC DISPLAY OF STUDENT PROGRESS

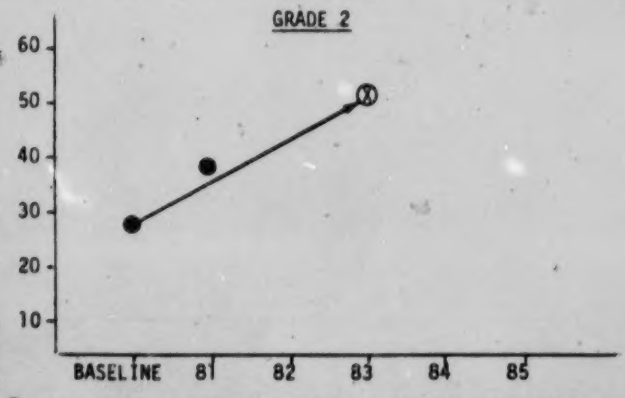
PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

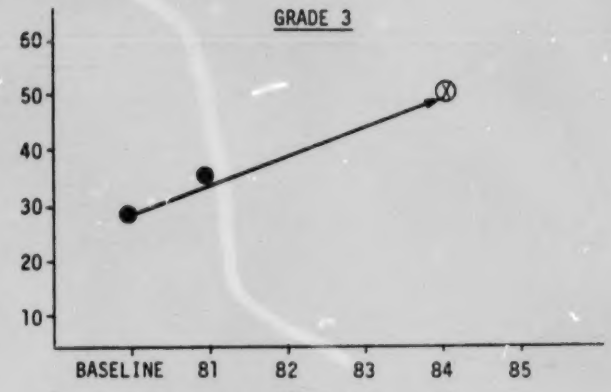
LANGUAGE

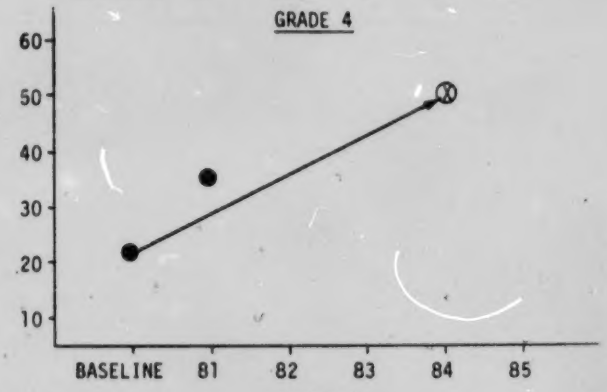
GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
K	46.3	45.6				
1	32.4	42.0				
2	27.8	38.1				
3	29.2	35.8				
4	22.1	35.7				
5	24.5	31.2				
6	25.3	38.9				
	1980 (BASELINE)	81	82	83	84	85

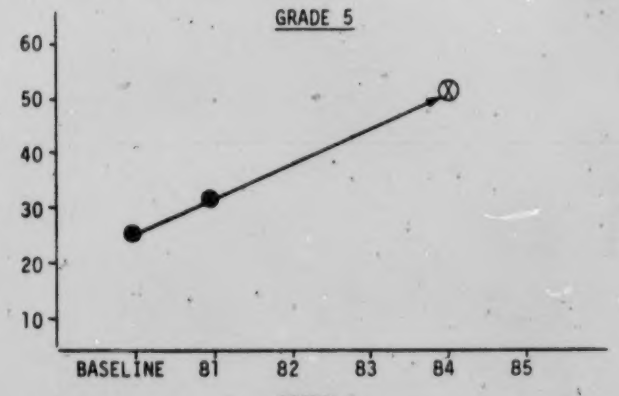


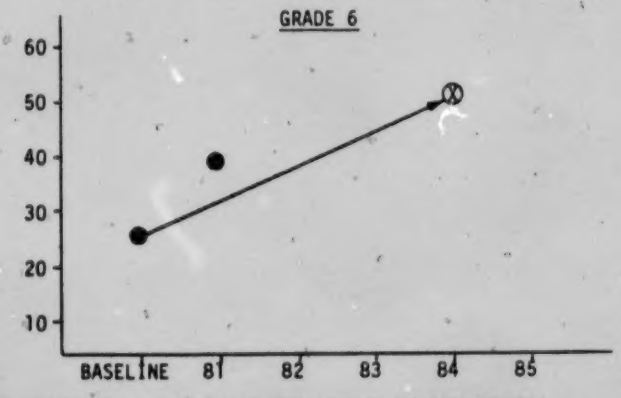












⊗ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

FIGURE SET 2 (continued)

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

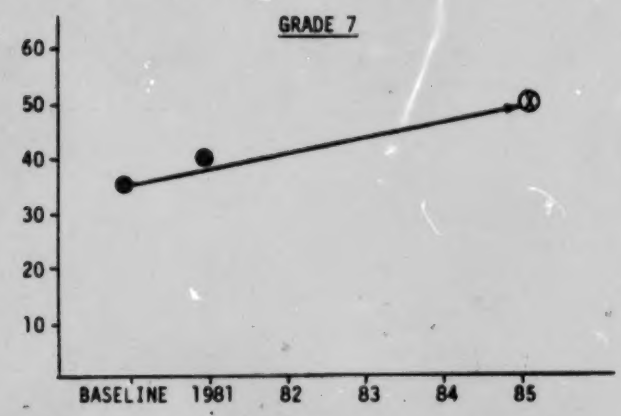
LANGUAGE

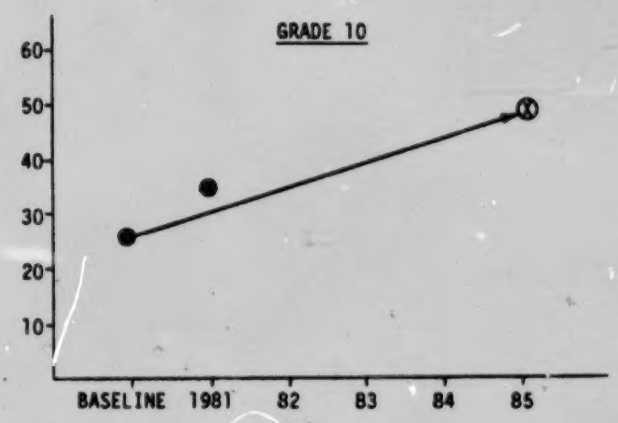
JUNIOR HIGH SCHOOLS

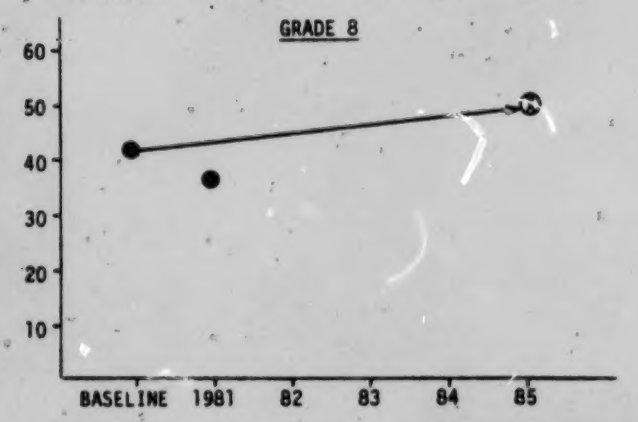
GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
	1980 (BASELINE)	81	82	83	84	85
7	34.3	39.4				
8	41.3	36.0				
9	29.9	30.3				

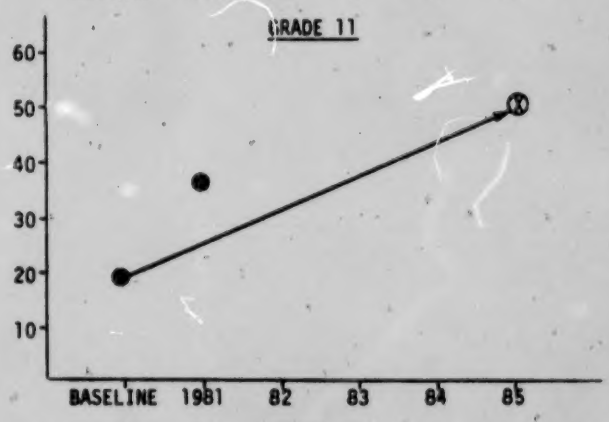
SENIOR HIGH SCHOOLS

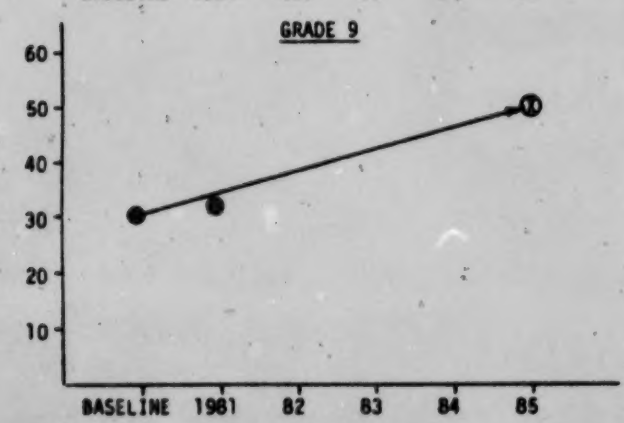
GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
	1980 (BASELINE)	81	82	83	84	85
10	26.2	33.0				
11	19.0	36.0				
12	N/A	34.5				

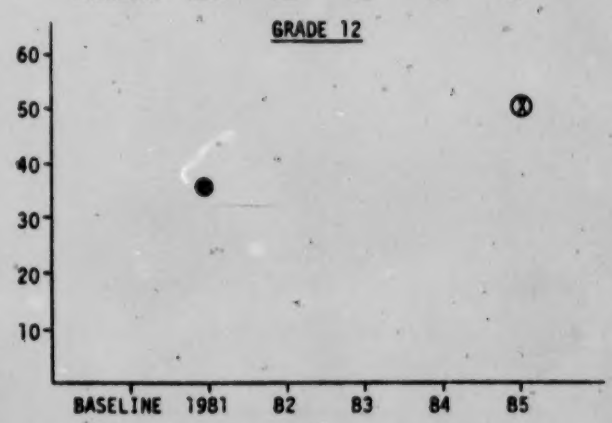












⓪ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

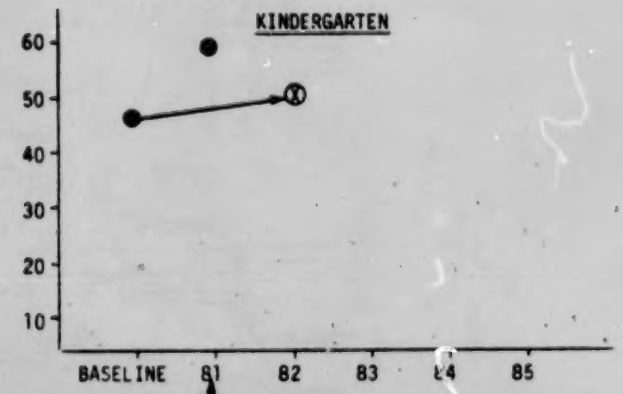
FIGURE SET 3

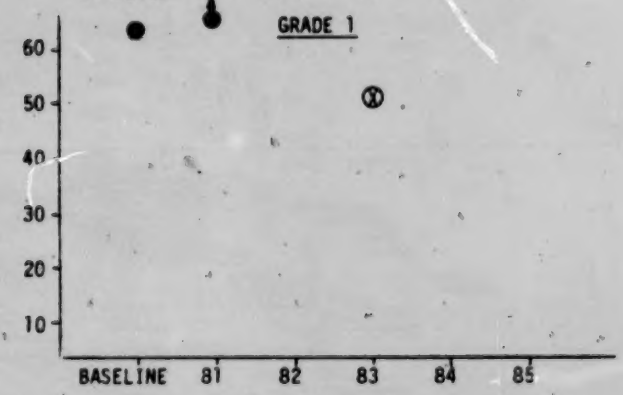
GRAPHIC DISPLAY OF STUDENT PROGRESS

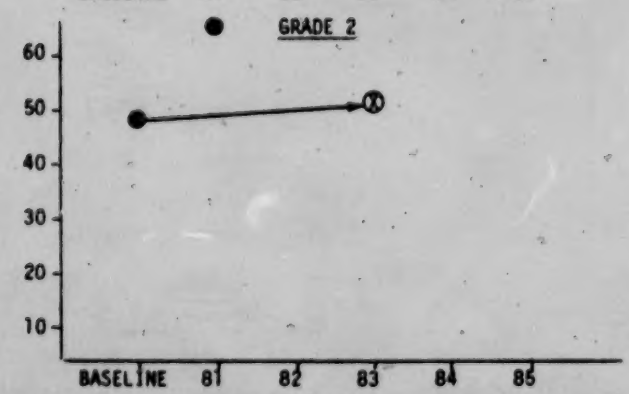
PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

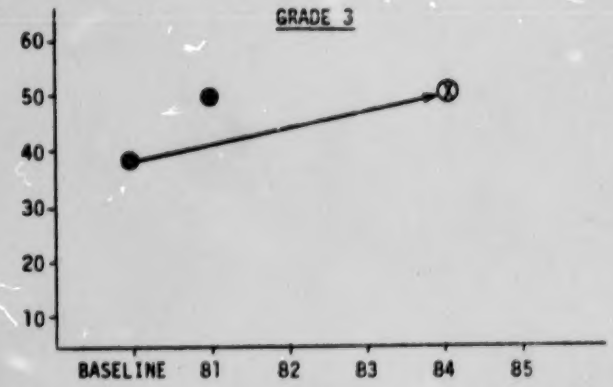
MATHEMATICS

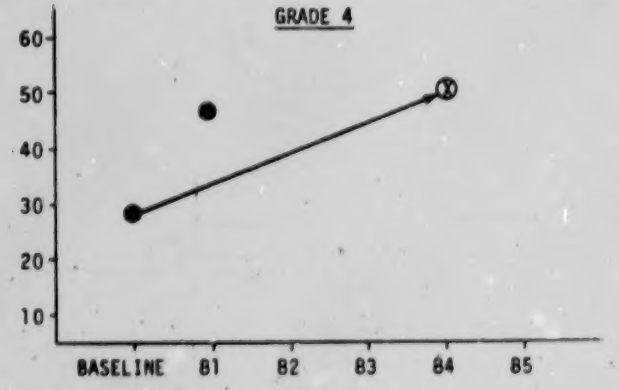
GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
K	46.7	59.2				
1	63.9	72.7				
2	48.4	64.0				
3	38.4	49.5				
4	28.3	46.5				
5	33.2	44.8				
6	31.3	49.2				
	1980 (BASELINE)	81	82	83	84	85

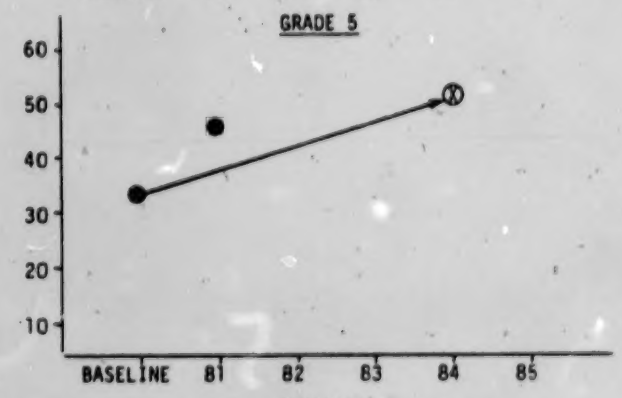


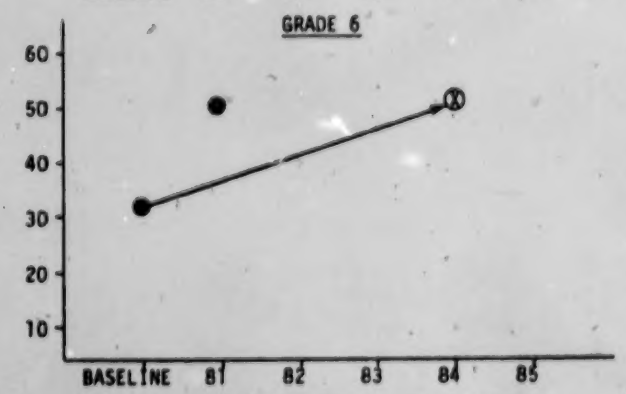












⊗ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

FIGURE SET 3 (continued)

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

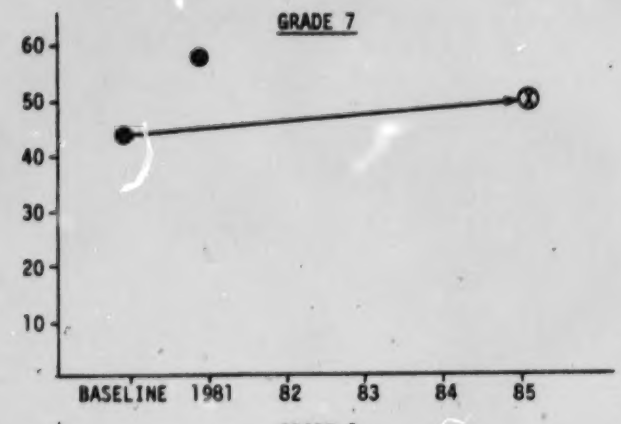
MATHEMATICS

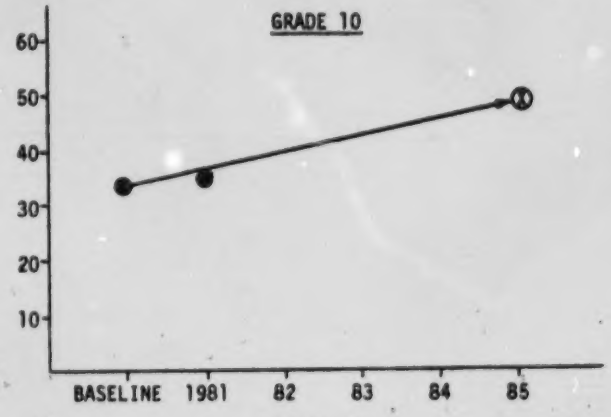
JUNIOR HIGH SCHOOLS

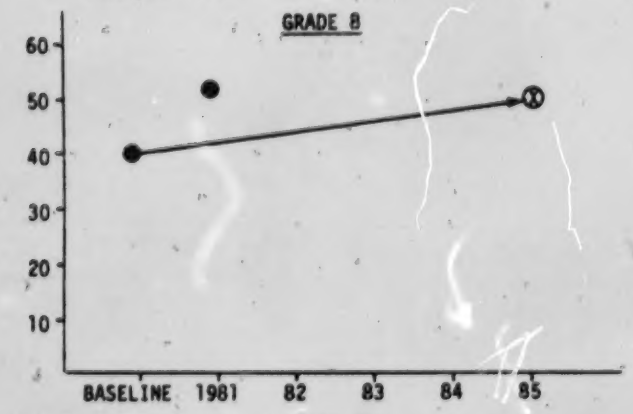
GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
	1980 (BASELINE)	81	82	83	84	85
7	43.9	58.1				
8	39.8	51.9				
9	28.3	42.0				

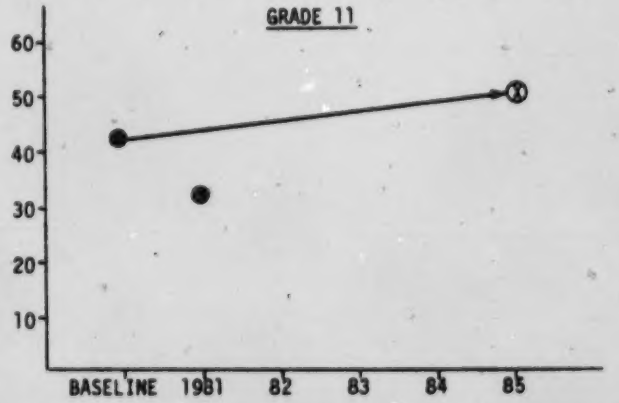
SENIOR HIGH SCHOOLS

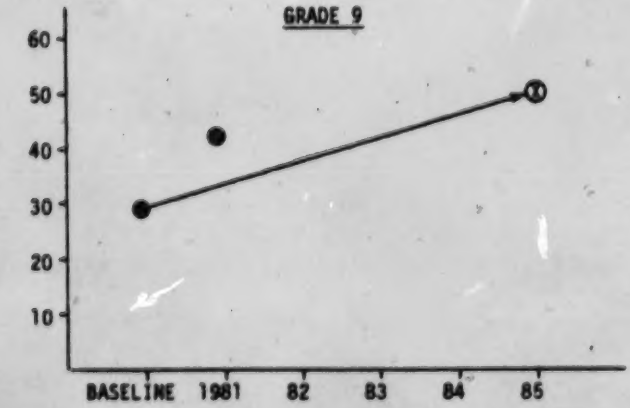
GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
	1980 (BASELINE)	81	82	83	84	85
10	33.4	34.3				
11	42.6	31.4				
12	N/A	32.9				

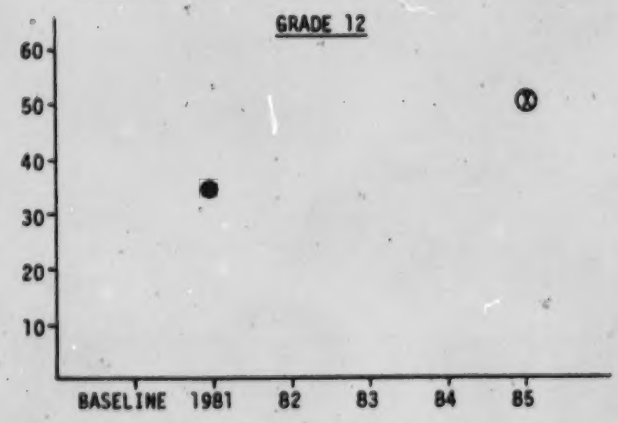












⊗ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

CHANGES IN MEDIAN PERCENTILES AND GRADE EQUIVALENT VALUES

Although the court-ordered goal is stated in terms of the percent of pupils scoring at or above the national norm, there are other summary statistics which provide insights into the changes in student achievement. Contrasting the average pupil's performance from 1980 baseline to 1981 achievement is an additional approach.

Tables 6 and 7 contrast the median percentiles and grade equivalents from one year to the next. There is one important word of caution when doing such a comparison -- especially when the sample size is small, such as with school-level data. The caution is to realize that since students have advanced one grade level, the analysis of any grade level involves contrasting the performance of two different sets of pupils. In a small school the average performance at any grade may fluctuate considerably from one year to the next, dependent on the abilities of the students in those respective classes. When dealing with large sets of data (such as the combined data across all minority isolated schools) the error due to fluctuation from one class to another would be less, but would still exist to some degree.

With the previous caution in mind, Table 5 contains data to indicate the changes in the median percentile values from 1980 to 1981 for pupils in the minority isolated schools by grade level. The data contained in Table 5 are for students who were in attendance for the full school year. (Readers wishing to review a more extensive data set from which these median percentile values were obtained are referred to Appendix D. This appendix also contains the corresponding information for students in attendance for "part of the school year".)

The numerical values in the "change" column represent the difference in median percentiles from 1980 to 1981 testing. Hence, a plus value indicates higher median percentiles in 1981 than in the baseline year, 1980.

A review of the "Change" columns reveals that 31 of the 36 median percentile values increased from 1980 to 1981. In three of the four instances which had change declines, the baseline data are suspect as being non-representative. These three instances are so marked on Table 5.

The percentile gains in the elementary grades are noteworthy. Double-digit gains are fairly consistent for Mathematics. Likewise, Reading and Language percentile gains at Grades 4 and 6 exceed 10 percentile points.

Evidence of the impact of the AGP Pilot Program at the junior high school level (Grades 7 and 8) may account for part of the substantial gains evidenced for Mathematics and Reading.

Again, the reader is cautioned that these contrasts are at the same grade levels (e.g., Grade 2 of 1980 vs. Grade 2 of 1981), and hence, are contrasting the performances of two different sets of pupils. As mentioned earlier, the large sample size of the combined data sets permit such an analysis -- assuming the baseline are representative -- if done with caution.

TABLE 5
CHANGES IN MEDIAN PERCENTILE VALUES FROM
SPRING 1980 (BASELINE) TO SPRING 1981 CTBS TESTING

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

GRADE	READING			LANGUAGE			MATHEMATICS		
	1980	1981	CHANGE	1980	1981	CHANGE	1980	1981	CHANGE
K	55*	50	- 5	45	45	0	43	56	+13
1	50	56	+ 6	37	43	+ 6	64	72	+ 8
2	37	42 ©	+ 5	33	42	+ 9	47	63	+16
3	36	44 ©	+ 8	29	36	+ 7	40	49	+ 9
4	28	39 ©	+11	26	38	+12	36	47	+11
5	27	33 ©	+ 6	27	32	+ 5	34	47	+13
6	31	43 ©	+12	28	39	+11	37	48	+11
7	29	40	+11	35	41	+ 6	44	60	+16
8	31	36	+ 5	43*	38	- 5	42	50	+ 8
9	26	35	+ 9	34	38	+ 4	38	44	+ 6
10	32	34	+ 2	25	34	+ 9	37	40	+ 3
11	37	36	- 1	20	34	+14	45*	36	- 9

* NOT CONSIDERED A REPRESENTATIVE BASELINE

© = DATA ARE FOR COMPREHENSION SUBTEST

Testing Results
for Minority Isolated Schools
Spring 1981

Table 6 contains information regarding grade equivalent (G.E.) values of students in Grades K-6. The (G.E.) scores for the average (median) pupils in Grades K-6 for 1980 (baseline) and 1981 are displayed by grade level. Appendix D has the corresponding detailed statistics.

There are two "change values" displayed in Table 6. The first, "Change 1", permits a comparison of the median G.E. values for 1980 and 1981 by grade level by subject. It can be determined if the average grade equivalent achievement of students at a specific grade level in 1981 has changed since 1980, and, if so, how much. For example, for Grade 3 Reading, Spring 1980, the median pupil had a G.E. of 3.2. This means the student was reading at a level comparable to the second month of third grade when compared to the national norming sample. Since the test was administered in April, the national G.E. average is 3.7. Using 1981 data, the average third grader in the minority isolated school had a grade equivalent score of 3.4. This is below the national average, but it does represent a 2 month gain from 1980 baseline data (see "Change 1", + .2).

The columns headed "Change 2" in Table 6, permit an analysis from one grade level (in 1980) to the next (in 1981). An example dealing with Reading-Grade 3 follows. As previously described, the third grade average G.E. value for Reading was 3.4 in 1981. In 1980, when essentially that same set of students were second graders, the average G.E. was 2.2. So during the 10 months of instruction the average grade equivalent gain was 12 months (see the Reading Change 2 column, + 1.2, the value between Grades 2 and 3).

With the previous example in mind, a review of the "Change 2" columns reveals many instances in which the grade equivalent values from one year to the next exceed the 10 month instructional interval. Some are very pronounced. For example, at Grade 6, Reading grade equivalent values gained 16 months for 10 months instruction. Similarly sixth graders, on the average, gained 14 months in Language and 15 months in Mathematics during the 10 month instructional interval.

Table 6 contains data which indicate that 11 of 14 "Change 2" values exhibit one year gains (+ 1.0) or more. Only in the areas of Reading (from Grade 3 to Grade 4), Reading (from Grade 4 to 5), and Language (from Grade 2 to 3) were the gains less than month per month; those values were +.8, +.9, and +.8, respectively. The previous G.E. gain scores for those three instances had been approximately +.6 (i.e., 6 months gain during 10 months of instruction).

In summary, in reviewing change-scores for percentiles (Table 5) and grade equivalents (Table 6), more data are obtained which substantiate that the instruction programs implemented in the elementary minority isolated schools were very effective in increasing student achievement on the CTBS.

TABLE 6

CHANGES IN MEDIAN GRADE EQUIVALENT VALUES FROM
SPRING 1980 (BASELINE) TO SPRING 1981 CTBS TESTING

SAME-GRADE CHANGES AND ADVANCE-ONE-GRADE CHANGES

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

	READING				LANGUAGE				MATHEMATICS			
GRADE	1980	1981	CHANGE 1	CHANGE 2	1980	1981	CHANGE 1	CHANGE 2	1980	1981	CHANGE 1	CHANGE 2
K	N/A	N/A	-	-	N/A	N/A	-	-	N/A	N/A	-	-
1	1.7	1.8	+.1		1.5	1.6	+ .1		1.9	2.1	+.2	
				N/A				+1.0				+1.0
2	2.2	N/A ©	N/A		2.3	2.5	+ .2		2.6	2.9	+.3	
				+1.2				+ .8				+1.1
3	3.2	3.4 ©	+.2		2.9	3.1	+ .2		3.4	3.7	+.3	
				+ .8				+1.1				+1.1
4	3.6	4.0 ©	+.4		3.3	4.0	+ .7		4.0	4.5	+.5	
				+ .9				+1.1				+1.5
5	4.3	4.5 ©	+.2		4.1	4.4	+.3		5.0	5.5	+.5	
				+1.6				+1.4				+1.5
6	5.2	5.9 ©	+.7		4.5	5.5	+1.0		5.7	6.5	+.8	

"CHANGE 1" MEANS THE CHANGE IN GRADE EQUIVALENT VALUES FOR STUDENTS AT THE SAME GRADE LEVEL (e.g., GRADE 2, 1980 vs GRADE 2, 1981).

"CHANGE 2" MEANS THE CHANGE IN GRADE EQUIVALENT VALUES FOR THE CLASS OF STUDENTS AS THEY ADVANCED ONE GRADE LEVEL (e.g., GRADE 2, 1980 TO GRADE 3, 1981).

© = COMPREHENSION DATA

CONCLUSIONS AND RECOMMENDATIONS

Most of the conclusions and recommendations which follow have been stated or implied in this report. Hence, to avoid redundancy, statements expressing supporting rationale are limited.

Conclusions

1. The instructional programs in the minority isolated elementary schools met with a very high degree of success as evidenced by the increased percent of pupils scoring at or above the national norm on the CTBS. The only elementary grade which did not show significant improvement was Kindergarten (for Reading and Language). At this grade, the baseline data are suspect of being non-representative. It also should be noted that the Achievement Goals Program was not fully implemented at the Kindergarten level for 1980-81.

2. At the secondary level, the AGP Pilot Program at Memorial and O'Farrell Junior Highs appears to be already showing some impact. On the other hand. the Reading and Math scores at the senior high school level show little change from the baseline.

3. Increased percentile and grade equivalent scores for median pupils further substantiate the success of the elementary school program efforts.

4. At the senior high school level, the low percentile values (typically mid 30's) and the relatively small percent of students achieving at or above the national norm (approximately one-third at or above norm), indicate the need for program modification.

Recommendations

1. With the court's permission, 1980 baseline and Spring 1981 data should be used to recalculate a more representative baseline for the content area of Language. Also, for Reading-Kindergarten and Math-Grade 11, the baseline values need to be reviewed and similarly modified.

2. It should be recommended to the court that only data for students in attendance for the "Full School Year" need be analyzed. The inclusion of the additional set of data for pupils enrolled for "Part of the School Year" provides very little additional information; while requiring increased computer processing expenses and a tremendous amount of additional analysis time.

3. The Achievement Goals Program at the elementary level should be continued, and perhaps expanded to other schools. AGP efforts in Language Arts should receive the attention and support which have been afforded to the Reading and Mathematics programs.

4. Efforts to pilot and implement a secondary school counterpart to the Achievement Goals Program should continue posthaste.

5. In content areas such as Vocabulary and Spelling, criterion-referenced tests should be considered to evaluate achievement; rather than norm-referenced tests such as the CTBS.

APPENDIX A

COURT ORDER RE INTEGRATION PLAN, 1980-81

PAGES 1 AND 2, PARAGRAPH 1

FILED
Robert D. Zumwalt, Clerk
DEC 2 1980
BY S. TALBOTT
DEPUTY

SUPERIOR COURT OF CALIFORNIA, COUNTY OF SAN DIEGO

KARI CARLIN, et al., Plaintiffs, vs. BOARD OF EDUCATION OF THE SAN DIEGO UNIFIED SCHOOL DISTRICT, Defendants.	No. 303800 ORDER RE INTEGRATION PLAN 1980-81

The Court having heard and considered the additional evidence, the law, the arguments of counsel, and having reviewed and considered the revised plan as amended and being fully advised in the matter, hereby makes the following orders:

IT IS ORDERED, ADJUDGED AND DECREED that:

The Board of Education of the San Diego Unified School District will:

1. Implement a course or courses of study in all minority isolated schools which will result, by the dates indicated in the table below, in 50% of the students in the isolated schools achieving at or above the national norm on the Comprehensive Test of Basic Skills (CTBS) in reading, mathematics and language.

Grade Level	1982	1983	1984	1985	CTBS Level
K	X				A
1		X			B
2		X			C
3 & 4			X		1
5 & 6			X		2
7, 8 & 9				X	3
10 & 11				X	4

No student below level C of the English Language Assessment (LEP/NEP students) need be tested using CTBS. Test results shall be reported for all students enrolled both full time and part time and also for only those students enrolled for the full period from September 30 to the end of the year. Consideration shall be given to including more limited English speaking children in the test results and using CTBS level 4 rather than level 3 for ninth graders. The outcomes of children in these schools, at the end of the 1980-81 school year, must reflect significant achievement toward these goals.

2. Expand the present elementary exchange programs so that each elementary school with 70% or more minority students (when the school will not become or remain a total school magnet) is paired with a majority school with 70% or more majority students (when the school will not become or remain a total school magnet) for the entire school year at or before the 1984-85 school year. At the same time, the present Learning Centers will be gradually phased out.

APPENDIX B

HISTORICAL BASELINE DATA

COMPREHENSIVE TESTS OF BASIC SKILLS, FORM S

SPRING 1980

COMBINED (MINORITY-ISOLATED SCHOOLS)

AGP HISTORICAL BASELINE
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
READING SUBTESTS SPRING 1980 RESULTS

GRADE LEVEL		N	VOCABULARY MN	VOCABULARY MD	COMPREHENSION MN	COMPREHENSION MD	TOTAL READING MN	TOTAL READING MD	TOTAL READING % ≥ MDp
GRADE K		154	(LT SOUND)		(TOTAL V&A)				
	R.S.						115.40	120.50	54%
	%ILE						45	55	
	G.E.						N/A	N/A	
GRADE 1		987	(WD REC II)						
	R.S.		11.54	11.57	15.68	15.97	57.11	58.82	50%
	%ILE		43	43	44	45	47	50	
	G.E.		---	---	---	---	1.7	1.7	
GRADE 2		955			(COM - PASS)				
	R.S.		21.38	22.35	10.74	11.23	46.16	47.32	34%
	%ILE		31	34	32	34	36	37	
	G.E.		---	---	---	---	2.2	2.2	
GRADE 3		945							
	R.S.		19.22	17.92	21.37	20.23	40.64	38.46	34%
	%ILE		38	34	40	37	39	36	
	G.E.		3.2	3.0	3.3	3.2	3.3	3.2	
GRADE 4		1073							
	R.S.		22.09	22.03	25.05	25.05	47.13	46.54	23%
	%ILE		29	29	30	30	28	28	
	G.E.		3.6	3.6	3.6	3.6	3.6	3.6	
GRADE 5		1036							
	R.S.		18.91	17.96	20.42	18.86	39.37	37.45	24%
	%ILE		30	27	30	26	30	27	
	G.E.		4.6	4.4	4.3	4.0	4.4	4.3	
GRADE 6		1157							
	R.S.		22.56	22.01	24.08	23.73	46.65	46.06	27%
	%ILE		29	28	33	32	32	31	
	G.E.		5.2	5.1	5.1	5.0	5.3	5.2	

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MDp = PUBLISHER'S MEDIAN

HISTORICAL BASELINE FOR
SECONDARY MINORITY-ISOLATED SCHOOLS
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
READING SUBTESTS SPRING 1980 RESULTS

JUNIOR HIGH SCHOOL DATA

GRADE LEVEL		VOCABULARY MN	VOCABULARY MD	COMPREHENSION MN	COMPREHENSION MD	TOTAL READING MN	TOTAL READING MD	%≥MD_P
GRADE 7	N	586		581		574		
	R.S.	18.76	16.53	21.23	19.84	40.14	36.08	27.5
	%ILE	35	30	33	30	35	29	
	G.E.	6.6	6.0	5.6	5.4	6.3	5.7	
GRADE 8	N	422		411		402		
	R.S.	21.20	20.16	23.65	23.66	45.09	44.00	27.9
	%ILE	32	29	30	30	32	31	
	G.E.	7.2	6.9	6.2	6.2	7.1	6.9	
GRADE 9	N	578		572		560		
	R.S.	22.5	22	24.5	25	47.0	46	19.3
	%ILE	27	26	27	26	27	26	
	G.E.	7.5	7.4	6.5	6.7	7.4	7.2	

SENIOR HIGH SCHOOL DATA

GRADE LEVEL		VOCABULARY MN	VOCABULARY MD	COMPREHENSION MN	COMPREHENSION MD	TOTAL READING MN	TOTAL READING MD	%≥MD_P
GRADE 10	N	642		640		633		
	R.S.	19.58	18.42	22.07	21.40	41.84	39.61	29.7
	%ILE	36	32	35	33	36	32	
	G.E.	9.7	9.3	9.4	9.2	9.7	9.3	
GRADE 11	N	503		495		490		
	R.S.	22.69	22.57	26.38	26.76	49.24	49.07	35.7
	%ILE	35	35	39	40	37	37	
	G.E.	10.4	10.4	10.6	10.7	10.6	10.6	
GRADE 12	N	NO BASELINE DATA						
	R.S.							
	%ILE							
	G.E.							

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MD_P = PUBLISHER'S MEDIAN (50TH PERCENTILE)

COMBINED (MINORITY-ISOLATED SCHOOLS)

AGP HISTORICAL BASELINE
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
LANGUAGE SUBTESTS — SPRING 1980 DATA

GRADE LEVEL	N	SPELLING MN	SPELLING MD	MECHANICS MN	MECHANICS MD	EXPRESSION MN	EXPRESSION MD	TOTAL LANGUAGE MN	TOTAL LANGUAGE MD	TOTAL LANGUAGE % ≥ MDp
GRADE K	350									
R.S.								15.74	15.81	46%
%ILE								43	45	
G.E.								N/A	N/A	
GRADE 1	544	(LANG I)		(LANG II)						
R.S.		11.14	11.57	12.80	13.58			24.00	25.16	32%
%ILE		32	37	32	38			33	37	
G.E.		N/A	N/A	N/A	N/A			1.4	1.5	
GRADE 2	518									
R.S.		23.70	24.91	10.04	9.00	13.82	14.76	47.49	47.64	28%
%ILE		28	31	42	34	32	35	33	33	
G.E.		N/A	N/A	N/A	N/A	N/A	N/A	2.3	2.3	
GRADE 3	569									
R.S.		27.75	27.25	9.47	8.84	15.23	14.68	52.49	51.18	29%
%ILE		29	27	32	28	34	32	32	29	
G.E.		2.9	2.8	2.8	2.7	3.0	2.9	2.9	2.9	
GRADE 4	560									
R.S.		29.07	29.90	11.03	11.00	17.24	18.00	57.16	57.70	22%
%ILE		25	28	27	27	27	29	25	26	
G.E.		3.1	3.2	3.3	3.3	3.3	3.4	3.2	3.3	
GRADE 5	1013									
R.S.		32.86	32.68	11.20	11.31	17.07	16.95	61.24	61.22	24%
%ILE		28	27	29	30	31	31	27	27	
G.E.		3.9	3.8	3.9	3.9	4.0	4.0	4.0	4.1	
GRADE 6	693									
R.S.		33.40	32.93	11.77	12.19	18.98	18.93	64.53	64.69	25%
%ILE		24	23	28	30	33	33	27	28	
G.E.		4.1	3.9	4.1	4.3	4.6	4.6	4.5	4.5	

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MDp = PUBLISHER'S MEDIAN

HISTORICAL BASELINE FOR
SECONDARY MINORITY-ISOLATED SCHOOLS
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
LANGUAGE SUBTESTS SPRING 1980 RESULTS

JUNIOR HIGH SCHOOL DATA

GRADE LEVEL		SPELLING MN	SPELLING MD	MECHANICS MN	MECHANICS MD	EXPRESSION MN	EXPRESSION MD	TOTAL LANGUAGE MN	TOTAL LANGUAGE MD	TOTAL LANGUAGE %≥MD_p
GRADE 7	N	365		354		350		344		
	R.S.	16.09	15.75	10.64	10.82	17.63	17.08	44.81	43.50	34.3
	%ILE	37	36	35	37	40	38	38	35	
	G.E.	6.0	5.8	5.3	5.4	6.3	5.9	6.1	5.8	
GRADE 8	N	230		217		215		201		
	R.S.	18.35	18.97	11.67	11.80	20.60	21.00	51.68	52.85	41.3
	%ILE	39	42	38	39	42	44	40	43	
	G.E.	7.4	7.8	6.5	6.7	7.7	7.9	7.5	7.8	
GRADE 9	N	322		311		301		281		
	R.S.	18.5	19	12.0	12	20.9	21	51.9	52	29.9
	%ILE	32	35	32	34	37	38	34	34	
	G.E.	7.5	7.8	7.0	7.0	7.9	7.9	7.6	7.6	

SENIOR HIGH SCHOOL DATA

GRADE LEVEL		SPELLING MN	SPELLING MD	MECHANICS MN	MECHANICS MD	EXPRESSION MN	EXPRESSION MD	TOTAL LANGUAGE MN	TOTAL LANGUAGE MD	TOTAL LANGUAGE %≥MD_p
GRADE 10	N	188		173		175		168		
	R.S.	15.74	15.04	11.64	11.94	16.78	16.05	45.22	43.10	26.2
	%ILE	31	28	30	33	27	24	28	25	
	G.E.	8.8	8.4	7.7	8.3	8.1	7.5	8.5	7.9	
GRADE 11	N	208		121		119		116		
	R.S.	16.53	16.38	11.50	11.80	17.61	16.85	45.84	44.66	19.0
	%ILE	25	25	22	24	23	21	22	20	
	G.E.	9.3	9.2	7.5	8.0	8.7	8.2	8.7	8.3	
GRADE 12	N	NO BASELINE DATA								
	R.S.									
	%ILE									
	G.E.									

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

COMBINED (MINORITY-ISOLATED SCHOOLS)

AGP HISTORICAL BASELINE
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
MATH SUBTESTS SPRING 1980 DATA

GRADE LEVEL	N	COMPUTATION MN	COMPUTATION MD	CONCEPTS MN	CONCEPTS MD	APPLICATIONS MN	APPLICATIONS MD	TOTAL MATH MN	TOTAL MATH MD	% ≥ MDp
GRADE K	961									
R.S.								16.10	16.08	47%
%ILE								44	43	
G.E.								N/A	N/A	
GRADE 1	1011			(CON - APPL)						
R.S.		20.17	20.48	15.80	16.14			36.02	36.95	64%
%ILE		65	65	49	51			[illegible]	64	
G.E.		---	---	---	---			1.9	1.9	
GRADE 2	966			(CON - APPL)						
R.S.		18.13	18.80	15.81	16.51			33.94	34.92	48%
%ILE		51	53	37	41			44	47	
G.E.		---	---	---	---			2.5	2.6	
GRADE 3	912									
R.S.		31.66	33.45	15.11	15.86	11.88	10.95	58.93	59.24	38%
%ILE		44	48	35	38	38	34	40	40	
G.E.		3.6	3.6	3.0	3.3	3.3	3.1	3.4	3.4	
GRADE 4	1023									
R.S.		37.98	41.74	16.74	17.69	14.28	14.64	69.53	73.47	28%
%ILE		36	47	27	32	29	30	33	36	
G.E.		4.0	4.5	3.4	3.7	3.6	3.7	3.8	4.0	
GRADE 5	968									
R.S.		28.99	29.36	13.09	13.05	11.46	10.53	53.96	52.16	33%
%ILE		40	41	36	35	35	31	38	34	
G.E.		5.2	5.2	4.6	4.6	4.7	4.4	5.2	5.0	
GRADE 6	1139									
R.S.		34.46	36.65	14.54	14.42	13.20	12.56	62.43	63.06	31%
%ILE		40	47	34	34	32	30	36	37	
G.E.		6.0	6.4	5.4	5.3	5.3	5.1	5.7	5.7	

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MDp = PUBLISHER'S MEDIAN

HISTORICAL BASELINE FOR
SECONDARY MINORITY-ISOLATED SCHOOLS
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
MATHEMATICS SUBTESTS SPRING 1980 RESULTS

JUNIOR HIGH SCHOOL DATA

GRADE LEVEL		COMPUTATION MN	COMPUTATION MD	CONCEPTS MN	CONCEPTS MD	APPLICATIONS MN	APPLICATIONS MD	TOTAL MATHEMATICS MN	TOTAL MATHEMATICS MD	TOTAL MATHEMATICS %≥MD_p
GRADE 7	N	610		607		594		585		
	R.S.	26.36	24.36	12.29	11.08	12.09	10.77	51.50	47.38	43.9
	%ILE	55	50	41	33	42	36	51	44	
	G.E.	8.0	7.6	6.9	6.2	7.0	6.4	7.7	7.1	
GRADE 8	N	437		423		400		387		
	R.S.	28.22	27.17	13.52	12.85	13.52	12.85	56.77	54.38	39.8
	%ILE	46	44	35	32	39	36	45	42	
	G.E.	8.3	8.1	7.5	7.2	7.6	7.3	8.2	7.9	
GRADE 9	N	581		568		553		541		
	R.S.	31.4	32	14.5	14.5	14.6	15	61.5	62	28.3
	%ILE	40	41	28	28	33	35	38	38	
	G.E.	8.8	8.9	7.9	7.9	8.0	8.1	8.6	8.6	

SENIOR HIGH SCHOOL DATA

GRADE LEVEL		COMPUTATION MN	COMPUTATION MD	CONCEPTS MN	CONCEPTS MD	APPLICATIONS MN	APPLICATIONS MD	TOTAL MATHEMATICS MN	TOTAL MATHEMATICS MD	TOTAL MATHEMATICS %≥MD_p
GRADE 10	N	650		624		611		604		
	R.S.	28.58	27.84	13.66	13.31	10.34	8.93	53.18	50.03	33.4
	%ILE	46	44	38	37	35	27	41	37	
	G.E.	10.2	10.1	9.8	9.6	9.1	8.2	9.9	9.6	
GRADE 11	N	492		410		401		394		
	R.S.	32.57	33.04	15.50	15.54	13.30	12.25	62.43	62.50	42.6
	%ILE	48	49	40	40	43	37	45	45	
	G.E.	11.3	11.5	10.6	10.6	10.8	10.2	10.9	10.9	
GRADE 12	N R.S. %ILE G.E.	NO BASELINE DATA								

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

APPENDIX C

SPRING 1981 CTBS TEST RESULTS

FOR STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM

MINORITY-ISOLATED SCHOOLS' ACHIEVEMENT TESTS RESULTS
PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM
SPRING 1980 (BASELINE) AND SPRING 1981 COMBINED AND BY GRADE LEVEL

READING DATA

STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

GRADE LEVEL	SPRING 1980 N	N≥MDp	%≥MDp	SPRING 1981 N	N≥MDp	%≥MDp	INTERIM® GOALS	PROGRESS STATUS
K	154	84	54.5	914	423	46.3	M	-
1	987	498	50.5	1106	630	57.0	M	M
2	955	320	33.5	1096	474	43.2©	39.0	+
3	945	318	33.7	1060	443	41.8©	37.8	+
4	1073	247	23.0	1061	371	35.0©	29.8	+
5	1036	248	23.9	1133	333	29.4©	30.4	✓
6	1157	317	27.4	1115	413	37.0©	33.0	+
7	574	158	27.5	645	244	37.8	32.0	+
8	402	112	27.9	644	219	34.0	32.3	✓
9	560	108	19.3	574	126	22.0	25.4	-
10	633	188	29.7	781	229	29.3	33.8	-
11	490	175	35.7	665	236	35.5	38.6	-
12	NO BASELINE DATA			507	169	33.3	(?)	(?)
COMBINED	7843	2410	30.7	9348	3676	39.3	VARIES	

CODE:

"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (i.e., 50% OF STUDENTS AT OR ABOVE THE PUBLISHER'S MEDIAN).
"+" INDICATES SPRING 1981 DATA EXCEED INTERIM GOAL.
"✓" INDICATES SPRING 1981 DATA APPROXIMATE INTERIM GOAL (+ or - 2%).
"-" INDICATES SPRING 1981 DATA ARE LESS THAN INTERIM GOAL

© COMPREHENSION SUBTEST DATA

® THE INTERIM GOALS PROVIDED ARE BASED ON HISTORICAL BASELINE DATA FOR STUDENTS WHO WERE IN ATTENDANCE FOR FULL SCHOOL YEAR.

MINORITY-ISOLATED SCHOOLS' ACHIEVEMENT TESTS RESULTS
PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM
SPRING 1980 (BASELINE) AND SPRING 1981 COMBINED AND BY GRADE LEVEL

LANGUAGE DATA

STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

GRADE LEVEL	SPRING 1980 N	N≥MDp	%≥MDp	SPRING 1981 N	N≥MDp	%≥MDp	INTERIM⊛ GOALS	PROGRESS STATUS
K	350	162	46.3	935	406	43.4	48.2	-
1	544	176	32.4	1027	407	39.6	38.3	✓
2	518	144	27.8	942	348	36.9	35.2	✓
3	569	166	29.2	893	309	34.6	34.[illegible]	✓
4	560	124	22.1	896	311	34.7	29.1	+
5	1013	248	24.5	1121	339	30.2	30.9	✓
6	693	175	25.3	958	354	37.0	31.5	+
7	344	118	34.3	615	223	36.3	37.4	✓
8	201	83	41.3	623	213	34.2	43.0	-
9	281	84	29.9	553	156	28.2	33.9	-
10	168	44	26.2	734	231	31.5	31.0	✓
11	116	22	19.0	647	232	35.9	25.2	+
12	NO BASELINE DATA			469	163	34.8	(?)	(?)
COMBINED	5073	1480	29.2	8563	3066	35.8	VARIES	

CODE:

"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (i.e., 50% OF STUDENTS AT OR ABOVE THE PUBLISHER'S MEDIAN).
"+" INDICATES SPRING 1981 DATA EXCEED INTERIM GOAL.
"✓" INDICATES SPRING 1981 DATA APPROXIMATE INTERIM GOAL (+ or - 2%).
"⌣" INDICATES SPRING 1981 DATA ARE LESS THAN INTERIM GOAL

BASELINE DATA HAS WEAKNESSES. NOT ALL SCHOOLS/STUDENTS WERE REQUIRED TO TAKE LANGUAGE SUBTESTS DURING THE 1979-80 SCHOOL YEAR. SEE THE NARRATIVE FOR ADDITIONAL COMMENTS.

⊛ THE INTERIM GOALS PROVIDED ARE BASED ON HISTORICAL BASELINE DATA FOR STUDENTS WHO WERE IN ATTENDANCE FOR FULL SCHOOL YEAR.

MINORITY-ISOLATED SCHOOLS' ACHIEVEMENT TESTS RESULTS
PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM
SPRING 1980 (BASELINE) AND SPRING 1981 COMBINED AND BY GRADE LEVEL

MATH DATA

STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

GRADE LEVEL	SPRING 1980 N	N≥MDp	%≥MDp	SPRING 1981 N	N≥MDp	%≥MDp	INTERIM Ⓐ GOALS	PROGRESS STATUS
K	961	449	46.7	1028	575	55.9	48.4	+
1	1011	646	63.9	1109	798	72.0	M	M
2	966	468	48.4	1096	671	61.2	48.9	+
3	912	350	38.4	1040	494	47.5	41.3	+
4	1023	289	28.3	1026	470	45.8	33.7	+
5	968	321	33.2	1105	488	44.2	37.4	+
6	1139	356	31.3	1111	519	46.7	36.0	+
7	585	257	43.9	637	351	55.1	45.1	+
8	387	154	39.8	649	316	48.7	41.8	+
9	541	153	28.3	558	254	45.5	32.6	+
10	604	202	33.4	783	233	29.8	36.7	-
11	394	168	42.6	663	209	31.5	44.1	-
12	NO BASELINE DATA			495	164	33.1	(?)	(?)
COMBINED	8493	3443	40.5	9359	4936	52.7	VARIES	

CODE:

"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (I.e., 50% OF STUDENTS AT OR ABOVE THE PUBLISHER'S MEDIAN).
"+" INDICATES SPRING 1981 DATA EXCEED INTERIM GOAL.
"√" INDICATES SPRING 1981 DATA APPROXIMATE INTERIM GOAL (+ or - 2%).
"-" INDICATES SPRING 1981 DATA ARE LESS THAN INTERIM GOAL

Ⓐ THE INTERIM GOALS PROVIDED ARE BASED ON HISTORICAL BASELINE DATA FOR STUDENTS WHO WERE IN ATTENDANCE FOR FULL SCHOOL YEAR.

APPENDIX D

DETAILED CTBS TEST RESULTS FOR SPRING 1981

BY GRADE BY SUBTEST FOR

STUDENTS IN ENROLLMENT FOR "FULL" AND "PART" OF SCHOOL YEAR

MINORITY-ISOLATED SCHOOLS ACHIEVEMENT DATA
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
READING SUBTESTS SPRING 1981 RESULTS

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

GRADE LEVEL		VOCABULARY MN	VOCABULARY MD	COMPREHENSION MN	COMPREHENSION MD	TOTAL READING MN	TOTAL READING MD	%≥MD_p
GRADE K	N	(LT SOUND) 792		(TOTAL V&A) 719		707		
	R.S.	16.41	17.93	35.79	38.63	112.73	117.60	50.2
	%ILE	63	70	38	50	41	50	
	G.E.	N/A	N/A	N/A	N/A	N/A	N/A	
GRADE 1	N	(WD REC II) 887		887		883		
	R.S.	12.31	12.50	16.69	17.95	60.28	63.67	58.3
	%ILE	47	48	48	51	51	56	
	G.E.	N/A	N/A	N/A	N/A	1.8	1.8	
GRADE 2	N	897		(COM - PASS) 893		890		
	R.S.	23.87	25.32	12.01	13.51	51.62	55.90	44.6©
	%ILE	38	43	36	42	41	45	
	G.E.	N/A	N/A	N/A	N/A	2.3	2.5	
GRADE 3	N	872		870		869		
	R.S.	24.50	25.16	23.28	22.85	47.81	47.95	43.3©
	%ILE	56	57	45	44	49	49	
	G.E.	4.0	4.0	3.4	3.4	3.7	3.7	
GRADE 4	N	894		893		892		
	R.S.	27.09	28.38	28.58	30.04	55.70	57.70	35.8©
	%ILE	44	49	36	39	38	40	
	G.E.	4.3	4.6	4.0	4.0	4.1	4.2	
GRADE 5	N	953		952		950		
	R.S.	21.12	20.67	22.36	21.43	43.52	41.50	29.5©
	%ILE	36	35	36	33	37	34	
	G.E.	4.9	4.8	4.8	4.5	5.0	4.8	
GRADE 6	N	945		946		944		
	R.S.	27.64	28.80	27.70	28.38	55.40	56.66	37.8©
	%ILE	44	47	41	43	42	45	
	G.E.	6.2	6.5	5.7	5.9	6.0	6.2	

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

© DATA ARE FOR COMPREHENSION SUBTEST.

MINORITY-ISOLATED SCHOOLS ACHIEVEMENT DATA
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
READING SUBTESTS SPRING 1981 RESULTS

STUDENTS IN ATTENDANCE FOR PART OF YEAR

GRADE LEVEL		VOCABULARY MN	VOCABULARY MD	COMPREHENSION MN	COMPREHENSION MD	TOTAL READING MN	TOTAL READING MD	%≥MD$_P$
GRADE K	N	(LT SOUND) 1033		(TOTAL V&A) 929		914		
	R.S.	15.98	17.57	34.87	37.87	110.45	115.38	46.3
	%ILE	60	69	37	45	38	45	
	G.E.	N/A	N/A	N/A	N/A	N/A	N/A	
GRADE 1	N	(WD REC II) 1110		1112		1106		
	R.S.	12.12	12.32	16.45	17.64	59.54	62.33	57.0
	%ILE	46	47	47	50	51	54	
	G.E.	N/A	N/A	N/A	N/A	1.8	1.8	
GRADE 2	N	1099		(COM - PASS) 1096		1091		
	R.S.	23.42	24.96	11.74	13.12	50.54	54.41	43.2©
	%ILE	37	42	35	40	40	43	
	G.E.	N/A	N/A	N/A	N/A	2.3	2.4	
GRADE 3	N	1063		1060		1059		
	R.S.	23.92	24.38	22.90	22.00	45.85	46.65	41.8©
	%ILE	54	55	44	42	48	48	
	G.E.	3.9	3.9	3.4	3.4	3.6	3.6	
GRADE 4	N	1064		1061		1060		
	R.S.	26.75	28.04	28.31	29.79	55.10	57.11	35.0©
	%ILE	43	48	36	39	37	39	
	G.E.	4.3	4.5	3.9	4.0	4.0	4.2	
GRADE 5	N	1134		1133		1131		
	R.S.	21.06	20.59	22.29	21.33	43.39	41.33	29.4©
	%ILE	36	35	36	33	36	33	
	G.E.	4.9	4.8	4.8	4.5	4.9	4.7	
GRADE 6	N	1115		1115		1113		
	R.S.	27.21	28.35	27.34	28.06	54.60	56.06	37.0©
	%ILE	43	46	41	42	42	43	
	G.E.	6.1	6.4	5.7	5.8	6.0	6.1	

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MD$_P$ = PUBLISHER'S MEDIAN (50TH PERCENTILE)

© DATA ARE FOR COMPREHENSION SUBTEST.

MINORITY-ISOLATED SCHOOLS ACHIEVEMENT DATA
STATISTICAL CHARACTERSITICS OF CTBS TEST RESULTS
LANGUAGE SUBTESTS SPRING 1981 RESULTS

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

GRADE LEVEL		SPELLING MN	SPELLING MD	MECHANICS MN	MECHANICS MD	EXPRESSION MN	EXPRESSION MD	TOTAL LANGUAGE MN	TOTAL LANGUAGE MD	TOTAL LANGUAGE %≥MD_p
GRADE K	N							719		
	R.S.							15.75	15.96	45.6
	%ILE							44	45	
	G.E.							N/A	N/A	
GRADE 1	N	(LANG I) 819		(LANG II) 818				817		
	R.S.	11.57	12.02	13.35	14.35			24.35	26.38	42.0
	%ILE	37	41	36	45			37	43	
	G.E.	N/A	N/A	N/A	N/A			1.5	1.6	
GRADE 2	N	765		766		763		761		
	R.S.	25.44	26.44	11.58	10.82	14.85	16.22	51.98	53.92	38.1
	%ILE	32	35	54	49	36	40	39	42	
	G.E.	N/A	N/A	N/A	N/A	N/A	N/A	2.5	2.5	
GRADE 3	N	740		744		740		734		
	R.S.	29.03	29.53	10.19	9.74	16.61	17.10	55.91	55.36	35.8
	%ILE	34	36	36	33	39	40	37	36	
	G.E.	3.1	3.2	3.1	2.9	3.2	3.3	3.2	3.1	
GRADE 4	N	782		756		751		750		
	R.S.	32.16	33.35	12.79	13.38	18.90	20.01	64.19	66.63	35.7
	%ILE	34	38	37	40	32	36	34	38	
	G.E.	3.5	3.7	3.8	4.1	3.6	3.8	3.7	4.0	
GRADE 5	N	956		947		946		946		
	R.S.	33.83	34.04	12.03	12.42	18.34	18.26	64.25	63.83	31.2
	%ILE	31	32	34	37	36	36	33	32	
	G.E.	4.3	4.4	4.2	4.5	4.4	4.4	4.5	4.4	
GRADE 6	N	856		817		818		815		
	R.S.	36.72	37.10	13.32	13.87	21.46	21.98	71.70	72.38	38.9
	%ILE	35	36	39	43	42	44	38	39	
	G.E.	5.2	5.3	5.1	5.6	5.6	5.9	5.4	5.5	

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

MINORITY-ISOLATED SCHOOLS ACHIEVEMENT DATA
STATISTICAL CHARACTERSITICS OF CTBS TEST RESULTS
LANGUAGE SUBTESTS SPRING 1981 RESULTS

STUDENTS IN ATTENDANCE FOR PART OF YEAR

GRADE LEVEL		SPELLING MN	SPELLING MD	MECHANICS MN	MECHANICS MD	EXPRESSION MN	EXPRESSION MD	TOTAL LANGUAGE MN	TOTAL LANGUAGE MD	%≥MD_p
GRADE K	N							935		
	R.S.							15.51	15.59	43.4
	%ILE							42	43	
	G.E.							N/A	N/A	
GRADE 1	N	(LANG I) 1030		(LANG II) 1029				1027		
	R.S.	11.42	11.83	13.30	14.18			24.74	26.02	39.6
	%ILE	35	39	35	43			36	41	
	G.E.	N/A	N/A	N/A	N/A			1.5	1.5	
GRADE 2	N	946		947		944		942		
	R.S.	25.35	26.36	11.46	10.71	14.72	15.83	51.61	53.27	36.9
	%ILE	32	35	53	48	35	38	39	41	
	G.E.	N/A	N/A	N/A	N/A	N/A	N/A	2.5	2.5	
GRADE 3	N	903		906		902		893		
	R.S.	28.75	29.14	10.08	9.53	16.36	16.67	55.25	54.41	34.6
	%ILE	33	35	35	32	38	39	36	35	
	G.E.	3.1	3.1	3.0	2.9	3.2	3.2	3.1	3.0	
GRADE 4	N	930		905		899		896		
	R.S.	31.93	33.07	12.63	13.18	18.66	19.64	63.54	65.37	34.7
	%ILE	34	37	36	39	31	35	34	36	
	G.E.	3.5	3.7	3.8	4.0	3.5	3.7	3.7	3.8	
GRADE 5 31	N	1137		1123		1121		1121		
	R.S.	33.68	33.76	11.98	12.31	18.33	18.21	64.06	63.68	30.2
	%ILE	31	31	34	36	36	36	32	31	
	G.E.	4.2	4.3	4.2	4.4	4.4	4.4	4.4	4.4	
GRADE 6	N	1006		961		962		958		
	R.S.	36.39	36.73	13.15	13.68	21.13	21.65	70.87	71.50	37.0
	%ILE	34	35	37	41	41	43	37	38	
	G.E.	5.2	5.2	4.9	5.4	5.5	5.7	5.3	5.4	

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

MINORITY-ISOLATED SCHOOLS ACHIEVEMENT DATA
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
MATHEMATICS SUBTESTS SPRING 1981 RESULTS

STUDENTS IN ATTENDANCE FOR FULL YEAR

GRADE LEVEL		COMPUTATION MN	COMPUTATION MD	CONCEPTS MN	CONCEPTS MD	APPLICATIONS MN	APPLICATIONS MD	TOTAL MATHEMATICS MN	TOTAL MATHEMATICS MD	TOTAL MATHEMATICS %≥MD_P
GRADE K	N							789		
	R.S.							17.59	17.76	59.2
	%ILE							55	56	
	G.E.							N/A	N/A	
GRADE 1	N	887		(CON-APP) 885				884		
	R.S.	22.19	23.45	17.08	17.62			39.28	41.36	72.7
	%ILE	71	74	57	61			69	72	
	G.E.	N/A	N/A	N/A				2.0	2.1	
GRADE 2	N	895		(CON-APP) 894				891		
	R.S.	20.28	22.07	17.68	18.28			38.06	40.42	64.0
	%ILE	60	68	48	52			56	63	
	G.E.	N/A	N/A	N/A	N/A			2.8	2.9	
GRADE 3	N	868		869		859		856		
	R.S.	34.88	36.75	16.50	17.10	13.26	12.89	64.86	66.26	49.5
	%ILE	52	56	42	46	44	43	47	49	
	G.E.	3.7	3.9	3.4	3.5	3.5	3.4	3.6	3.7	
GRADE 4	N	873		867		864		863		
	R.S.	41.28	44.21	18.99	19.73	16.64	17.55	77.12	81.00	46.5
	%ILE	45	60	40	45	37	40	41	47	
	G.E.	4.5	4.9	4.1	4.4	4.0	4.2	4.2	4.5	
GRADE 5	N	952		950		935		933		
	R.S.	32.09	33.66	14.70	14.67	12.38	11.92	59.47	60.05	44.8
	%ILE	48	53	46	46	40	38	46	47	
	G.E.	5.6	5.8	5.5	5.4	5.0	4.9	5.5	5.5	
GRADE 6	N	950		948		943		942		
	R.S.	37.36	39.56	17.08	17.35	15.27	15.68	69.87	72.16	49.2
	%ILE	49	57	50	51	40	42	45	48	
	G.E.	6.6	7.2	6.6	6.8	5.9	6.0	6.3	6.5	

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MN = MEAN, MD = MEDIAN, MD_P = PUBLISHER'S MEDIAN (50TH PERCENTILE)

MINORITY-ISOLATED SCHOOLS ACHIEVEMENT DATA
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
MATHEMATICS SUBTESTS SPRING 1981 RESULTS

STUDENTS IN ATTENDANCE FOR PART OF YEAR

GRADE LEVEL		COMPUTATION MN	COMPUTATION MD	CONCEPTS MN	CONCEPTS MD	APPLICATIONS MN	APPLICATIONS MD	TOTAL MATHEMATICS MN	TOTAL MATHEMATICS MD	TOTAL MATHEMATICS $\%\geq MD_p$
GRADE K	N							1028		
	R.S.							17.16	17.31	55.9
	%ILE							51	52	
	G.E.							N/A	N/A	
GRADE 1	N	1113		(CON-APP) 1110				1109		
	R.S.	22.03	23.29	16.87	17.44			38.91	40.98	72.0
	%ILE	70	74	56	60			68	72	
	G.E.	N/A	N/A	N/A	N/A			2.0	2.1	
GRADE 2	N	1100		(CON-APP) 1099				1096		
	R.S.	19.93	21.59	17.44	18.07			37.45	39.66	61.2
	%ILE	59	66	46	50			54	61	
	G.E.	N/A	N/A	N/A	N/A			2.7	2.9	
GRADE 3	N	1056		1058		1044		1040		
	R.S.	34.50	36.34	16.29	16.85	13.07	12.60	64.08	65.26	47.5
	%ILE	51	55	41	44	43	41	46	48	
	G.E.	3.7	3.8	3.4	3.5	3.4	3.4	3.6	3.6	
GRADE 4	N	1044		1034		1027		1026		
	R.S.	40.74	44.05	18.75	19.60	16.46	17.51	76.28	80.79	45.8
	%ILE	43	59	39	44	36	40	40	47	
	G.E.	4.3	4.9	4.0	4.3	4.0	4.2	4.1	4.5	
GRADE 5	N	1130		1127		1109		1105		
	R.S.	31.85	33.30	14.64	14.61	12.34	11.90	59.18	59.77	44.2
	%ILE	48	52	46	46	39	38	45	47	
	G.E.	5.6	5.8	5.4	5.4	5.0	4.9	5.5	5.5	
GRADE 6	N	1121		1120		1113		1111		
	R.S.	36.78	39.15	16.70	17.00	14.94	15.21	68.60	70.96	46.7
	%ILE	47	56	47	49	39	40	44	47	
	G.E.	6.5	7.0	6.5	6.6	5.8	5.9	6.2	5.4	

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

SECONDARY MINORITY-ISOLATED SCHOOLS
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
READING SUBTESTS SPRING 1981 RESULTS
STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR
JUNIOR HIGH SCHOOL DATA

GRADE LEVEL		VOCABULARY MN	VOCABULARY MD	COMPREHENSION MN	COMPREHENSION MD	TOTAL READING MN	TOTAL READING MD	%≥MD_p
GRADE 7	N	522		525		519		40.7
	R.S.	21.89	20.92	23.68	22.67	45.57	43.00	
	%ILE	46	42	38	36	44	40	
	G.E.	7.4	7.1	6.2	5.9	7.2	6.8	
GRADE 8	N	559		557		550		36.7
	R.S.	23.65	22.26	25.63	26.14	49.39	47.95	
	%ILE	38	35	35	36	38	36	
	G.E.	7.7	7.5	6.9	7.1	7.6	7.5	
GRADE 9	N	497		497		484		23.1
	R.S.	24.71	25.06	27.25	28.66	52.32	53.64	
	%ILE	33	34	32	35	33	35	
	G.E.	8.0	8.1	7.5	7.9	8.0	8.2	

SENIOR HIGH SCHOOL DATA

GRADE LEVEL		VOCABULARY MN	VOCABULARY MD	COMPREHENSION MN	COMPREHENSION MD	TOTAL READING MN	TOTAL READING MD	%≥MD_p
GRADE 10	N	686		689		677		30.7
	R.S.	19.58	18.33	23.11	23.02	42.88	41.03	
	%ILE	36	32	38	38	38	34	
	G.E.	9.7	9.2	9.7	9.7	9.8	9.6	
GRADE 11	N	608		609		601		36.3
	R.S.	22.51	22.18	26.46	26.42	49.17	48.46	
	%ILE	35	34	39	39	37	36	
	G.E.	10.4	10.3	10.6	10.6	10.6	10.5	
GRADE 12	N	488		492		485		33.0
	R.S.	24.57	25.33	27.79	28.67	52.56	52.80	
	%ILE	32	34	35	38	34	34	
	G.E.	10.9	11.1	11.0	11.2	11.1	11.1	

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

SECONDARY MINORITY-ISOLATED SCHOOLS
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
READING SUBTESTS SPRING 1981 RESULTS
STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR
JUNIOR HIGH SCHOOL DATA

GRADE LEVEL		VOCABULARY MN	VOCABULARY MD	COMPREHENSION MN	COMPREHENSION MD	TOTAL READING MN	TOTAL READING MD	%≥MD_p
GRADE 7	N	651		655		645		37.8
	R.S.	21.10	19.67	23.04	21.82	44.22	41.20	
	%ILE	42	38	37	34	41	37	
	G.E.	7.1	6.8	6.0	5.8	6.9	6.4	
GRADE 8	N	655		654		644		34.0
	R.S.	23.14	21.59	25.23	25.65	48.49	47.03	
	%ILE	37	33	34	35	37	35	
	G.E.	7.6	7.3	6.8	6.9	7.5	7.4	
GRADE 9	N	593		590		574		22.0
	R.S.	24.18	24.50	26.45	27.52	51.04	51.85	
	%ILE	31	32	31	33	32	33	
	G.E.	7.9	8.0	7.2	7.6	7.8	8.0	

SENIOR HIGH SCHOOL DATA

GRADE LEVEL		VOCABULARY MN	VOCABULARY MD	COMPREHENSION MN	COMPREHENSION MD	TOTAL READING MN	TOTAL READING MD	%≥MD_p
GRADE 10	N	794		796		781		29.3
	R.S.	19.25	17.95	22.77	22.74	42.24	40.42	
	%ILE	35	31	37	37	36	33	
	G.E.	9.6	9.1	9.6	9.6	9.7	9.5	
GRADE 11	N	673		674		665		35.5
	R.S.	22.33	22.05	26.22	26.15	48.73	48.13	
	%ILE	34	33	38	38	36	35	
	G.E.	10.4	10.3	10.6	10.5	10.6	10.5	
GRADE 12	N	512		514		507		33.3
	R.S.	24.47	25.33	27.84	28.67	52.61	52.80	
	%ILE	31	34	36	38	34	34	
	G.E.	10.8	11.1	11.0	11.2	11.1	11.1	

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MN = MEAN, MD = MEDIAN, MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

SECONDARY MINORITY-ISOLATED SCHOOLS
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
LANGUAGE SUBTESTS SPRING 1981 RESULTS
STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

JUNIOR HIGH SCHOOL DATA

GRADE LEVEL		SPELLING MN	SPELLING MD	MECHANICS MN	MECHANICS MD	EXPRESSION MN	EXPRESSION MD	TOTAL LANGUAGE MN	TOTAL LANGUAGE MD	TOTAL LANGUAGE %≥MD_p
GRADE 7	N	520		515		511		498		39.4
	R.S.	17.47	18.20	11.36	11.30	18.51	17.87	47.50	47.11	
	%ILE	43	47	41	40	43	41	42	41	
	G.E.	6.9	7.3	6.1	6.0	6.8	6.4	6.7	6.6	
GRADE 8	N	559		558		551		539		36.0
	R.S.	17.96	18.38	11.63	11.66	20.30	20.70	50.08	50.00	
	%ILE	37	39	37	38	41	43	38	38	
	G.E.	7.2	7.4	6.5	6.5	7.6	7.8	7.1	7.1	
GRADE 9	N	489		491		485		468		30.3
	R.S.	19.11	19.47	12.39	12.64	20.72	21.32	52.85	54.34	
	%ILE	35	37	37	39	37	39	35	38	
	G.E.	7.9	8.1	7.6	8.0	7.8	8.0	7.8	8.0	

SENIOR HIGH SCHOOL DATA

GRADE LEVEL		SPELLING MN	SPELLING MD	MECHANICS MN	MECHANICS MD	EXPRESSION MN	EXPRESSION MD	TOTAL LANGUAGE MN	TOTAL LANGUAGE MD	TOTAL LANGUAGE %≥MD_p
GRADE 10	N	684		680		680		642		33.0
	R.S.	17.25	16.98	12.60	13.10	18.50	18.17	48.59	48.41	
	%ILE	37	36	38	42	36	34	34	34	
	G.E.	9.8	9.7	9.2	9.8	9.3	9.1	9.5	9.5	
GRADE 11	N	612		606		606		586		36.0
	R.S.	18.80	19.26	13.38	13.43	20.35	20.46	52.60	53.08	
	%ILE	29	37	36	36	36	37	33	34	
	G.E.	10.2	10.4	10.1	10.1	10.2	10.3	10.2	10.3	
GRADE 12	N	488		480		478		449		34.5
	R.S.	19.56	20.08	13.64	13.86	21.50	22.03	55.22	56.78	
	%ILE	31	33	31	33	36	38	32	36	
	G.E.	10.5	10.7	10.3	10.6	10.8	11.1	10.6	10.9	

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SECONDARY MINORITY-ISOLATED SCHOOLS
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
LANGUAGE SUBTESTS SPRING 1981 RESULTS
STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

JUNIOR HIGH SCHOOL DATA

GRADE LEVEL		SPELLING MN	SPELLING MD	MECHANICS MN	MECHANICS MD	EXPRESSION MN	EXPRESSION MD	TOTAL LANGUAGE MN	TOTAL LANGUAGE MD	TOTAL LANGUAGE %≥MD_p
GRADE 7	N	644		643		638		617		36.3
	R.S.	17.02	17.59	11.06	11.00	17.95	17.23	46.26	45.56	
	%ILE	41	44	38	38	41	39	40	39	
	G.E.	6.7	7.0	5.7	5.6	6.5	6.0	6.5	6.3	
GRADE 8	N	656		650		641		624		34.2
	R.S.	17.61	17.95	11.46	11.51	19.90	19.92	49.30	48.68	
	%ILE	35	37	36	37	40	40	37	36	
	G.E.	7.0	7.2	6.2	6.3	7.5	7.5	7.0	6.8	
GRADE 9	N	584		588		579		553		28.2
	R.S.	18.78	19.14	12.14	12.35	20.18	20.48	51.80	53.17	
	%ILE	35	36	35	37	35	36	34	36	
	G.E.	7.7	7.9	7.2	7.5	7.6	7.7	7.5	7.8	

SENIOR HIGH SCHOOL DATA

GRADE LEVEL		SPELLING MN	SPELLING MD	MECHANICS MN	MECHANICS MD	EXPRESSION MN	EXPRESSION MD	TOTAL LANGUAGE MN	TOTAL LANGUAGE MD	TOTAL LANGUAGE %≥MD_p
GRADE 10	N	786		784		782		734		31.5
	R.S.	17.04	16.91	12.44	12.91	18.27	17.94	48.06	47.89	
	%ILE	36	36	37	40	34	33	33	33	
	G.E.	9.7	9.6	9.0	9.6	9.2	9.0	9.3	9.3	
GRADE 11	N	680		673		672		647		35.9
	R.S.	18.79	19.25	13.37	13.39	20.23	20.25	52.51	52.92	
	%ILE	35	37	36	36	35	36	33	34	
	G.E.	10.2	10.4	10.1	10.1	10.2	10.2	10.2	10.3	
GRADE 12	N	511		501		499		469		34.8
	R.S.	19.59	20.10	13.69	13.89	21.50	24.00	55.30	56.78	
	%ILE	31	33	32	33	36	51	30	36	
	G.E.	10.5	10.7	10.4	10.6	10.8	12.6	10.6	10.9	

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SECONDARY MINORITY-ISOLATED SCHOOLS
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
MATHEMATICS SUBTESTS SPRING 1981 RESULTS

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR
JUNIOR HIGH SCHOOL DATA

GRADE LEVEL		COMPUTATION MN	COMPUTATION MD	CONCEPTS MN	CONCEPTS MD	APPLICATIONS MN	APPLICATIONS MD	TOTAL MATHEMATICS MN	TOTAL MATHEMATICS MD	TOTAL MATHEMATICS %≥MD_p
GRADE 7	N	527		526		523		520		58.1
	R.S.	30.63	30.53	14.45	14.18	13.90	13.51	59,13	56.83	
	%ILE	63	63	53	51	51	49	59	58	
	G.E.	8.7	8.7	7.9	7.8	7.8	7.6	8.4	8.2	
GRADE 8	N	561		559		558		553		51.9
	R.S.	31.95	33.08	15.89	16.04	14.79	14.81	62.79	62.50	
	%ILE	53	54	47	48	43	43	50	50	
	G.E.	8.9	9.0	8.5	8.5	8.0	8.0	8.7	8.7	
GRADE 9	N	485		484		477		464		42.0
	R.S.	34.48	37.03	16.11	16.09	16.38	17.24	67.74	70.30	
	%ILE	45	48	36	35	40	43	42	44	
	G.E.	9.2	9.6	8.5	8.5	8.6	8.9	9.0	9.1	

SENIOR HIGH SCHOOL DATA

GRADE LEVEL		COMPUTATION MN	COMPUTATION MD	CONCEPTS MN	CONCEPTS MD	APPLICATIONS MN	APPLICATIONS MD	TOTAL MATHEMATICS MN	TOTAL MATHEMATICS MD	TOTAL MATHEMATICS %≥MD_p
GRADE 10	N	715		699		685		683		34.3
	R.S.	28.88	28.61	13.27	13.04	10.97	10.10	53.62	52.66	
	%ILE	47	46	37	36	38	34	42	40	
	G.E.	10.3	10.2	9.6	9.5	9.6	9.0	10.0	9.9	
GRADE 11	N	623		609		599		596		31.4
	R.S.	30.18	29.78	14.53	14.19	11.65	10.47	56.75	53.88	
	%ILE	43	42	35	34	34	28	39	36	
	G.E.	10.6	10.5	10.1	10.0	9.9	9.2	10.3	10.0	
GRADE 12	N	496		485		484		471		32.9
	R.S.	31.85	31.33	15.66	15.47	13.03	11.78	61.25	59.05	
	%ILE	41	40	36	35	36	30	38	35	
	G.E.	11.1	10.9	10.6	10.5	10.6	10.0	10.7	10.5	

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
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SECONDARY MINORITY-ISOLATED SCHOOLS
STATISTICAL CHARACTERISTICS OF CTBS TEST RESULTS
MATHEMATICS SUBTESTS SPRING 1981 RESULTS
STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR
JUNIOR HIGH SCHOOL DATA

GRADE LEVEL		COMPUTATION MN	COMPUTATION MD	CONCEPTS MN	CONCEPTS MD	APPLICATIONS MN	APPLICATIONS MD	TOTAL MATHEMATICS MN	TOTAL MATHEMATICS MD	%≥MD_p
GRADE 7	N	653		652		644		637		55.1
	R.S.	29.73	29.26	14.02	13.69	13.31	12.46	57.42	54.40	
	%ILE	61	61	50	48	48	44	58	54	
	G.E.	8.6	8.5	7.7	7.6	7.5	7.2	8.2	7.9	
GRADE 8	N	661		658		656		649		48.7
	R.S.	31.31	31.82	15.54	15.70	14.51	14.15	61.58	60.86	
	%ILE	52	53	45	46	42	41	50	49	
	G.E.	8.8	8.9	8.3	8.4	8.0	7.8	8.6	8.5	
GRADE 9	N	585		586		578		558		45.5
	R.S.	33.38	35.73	15.63	15.67	15.77	16.41	65.53	67.81	
	%ILE	43	46	34	34	38	40	40	42	
	G.E.	9.1	9.4	8.4	8.4	8.4	8.6	8.9	9.0	

SENIOR HIGH SCHOOL DATA

GRADE LEVEL		COMPUTATION MN	COMPUTATION MD	CONCEPTS MN	CONCEPTS MD	APPLICATIONS MN	APPLICATIONS MD	TOTAL MATHEMATICS MN	TOTAL MATHEMATICS MD	%≥MD_p
GRADE 10	N	823		800		785		783		29.8
	R.S.	28.43	28.06	13.00	12.70	10.79	9.86	52.67	51.44	
	%ILE	45	44	36	35	37	32	40	38	
	G.E.	10.2	10.1	9.5	9.4	9.4	8.8	9.9	9.7	
GRADE 11	N	693		677		667		663		31.5
	R.S.	30.15	29.81	14.44	14.09	11.64	10.42	56.63	53.69	
	%ILE	42	42	35	33	34	28	39	35	
	G.E.	10.6	10.5	10.1	9.9	9.9	9.2	10.3	10.0	
GRADE 12	N	521		509		508		495		33.1
	R.S.	31.87	31.31	15.67	15.48	13.01	11.72	61.24	58.95	
	%ILE	41	40	36	35	36	30	38	35	
	G.E.	11.1	10.9	10.6	10.5	10.6	10.0	10.7	10.5	

R.S. = RAW SCORE, %ILE = PERCENTILE RANK, G.E. = GRADE EQUIVALENT VALUE
MN = MEAN, MD = MEDIAN, MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

APPENDIX E

DEGREE OF ATTAINMENT OF INTERIM GOALS

BY SCHOOL BY GRADE

MINORITY-ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE K

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MD_p	1981 %≥MD_p	INTERIM GOALS	STATUS	1980 %≥MD_p	1981 %≥MD_p	INTERIM GOALS	STATUS	1980 %≥MD_p	1981 %≥MD_p	INTERIM GOALS	STATUS
BAKER	NBD	48	NBD		NBD	51	NBD		56	59	M	M
BALBOA	NBD	25	NBD		NBD	32	NBD		30	37	40	—
BURBANK	NBD	38	NBD		NBD	34	NBD		36	45	43	✓
CHOLLAS	No Students				No Students				No Students			
EMERSON	67	83	M	M	58	65	M	M	84	85	M	M
FREESE	NBD	64	NBD		59	60	M	M	48	65	49	+
FULTON	NBD	66	NBD		NBD	66	NBD		53	66	M	M
HORTON	NBD	54	NBD		NBD	47	NBD		43	86	46	+
JOHNSON	NBD	64	NBD		NBD	52	NBD		32	68	41	+
KENNEDY	NBD	63	NBD		25	53	38	+	49	71	50	+
KNOX	NBD	56	NBD		50	45	M	—	40	74	45	+
LOGAN	NBD	28	NBD		NBD	37	NBD		17	48	34	+
LOWELL	NBD	43	NBD		40	57	45	+	82	71	M	M
MEAD	NBD	51	NBD		NBD	40	NBD		17	34	34	✓
SHERMAN	NBD	17	NBD		NBD	16	NBD		43	28	46	—
STOCKTON	NBD	46	NBD		36	33	43	—	43	40	46	—
VALENCIA PARK	NBD	N/A	NBD		NBD	N/A	NBD		55	76	M	M
WEBSTER	NBD	64	NBD		NBD	63	NBD		82	62	M	M
COMBINED	54.5	50.2	M	M	46.3	45.6	48.2	—	46.7	59.2	48.4	+

MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)
NBD = NO BASELINE DATA

MINORITY-ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE K

STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS
BAKER	NBD	46	NBD		NBD	51	NBD		56	62	M	M
BALBOA	NBD	24	NBD		NBD	29	NBD		30	36	40	—
BURBANK	NBD	38	NBD		NBD	38	NBD		36	47	43	+
CHOLLAS	NO STUDENTS				NO STUDENTS				NO STUDENTS			
EMERSON	67	77	M	M	58	62	M	M	84	77	M	M
FREESE	NBD	64	NBD		59	57	M	M	48	67	49	+
FULTON	NBD	62	NBD		NBD	60	NBD		53	60	M	M
HORTON	NBD	49	NBD		NBD	41	NBD		43	78	46	+
JOHNSON	NBD	67	NBD		NBD	57	NBD		32	68	41	+
KENNEDY	NBD	53	NBD		25	46	38	+	49	61	50	+
KNOX	NBD	53	NBD		50	41	M	—	40	70	45	+
LOGAN	NBD	30	NBD		NBD	40	NBD		17	39	34	+
LOWELL	NBD	50	NBD		40	69	45	+	82	69	M	M
MEAD	NBD	46	NBD		NBD	35	NBD		17	35	34	✓
SHERMAN	NBD	12	NBD		NBD	18	NBD		43	27	46	—
STOCKTON	NBD	38	NBD		36	33	43	—	43	40	46	—
VALENCIA PARK	NBD	N/A	NBD		NBD	N/A	NBD		55	73	M	M
WEBSTER	NBD	66	NBD		NBD	64	NBD		82	61	M	M
COMBINED	54.5	46.3	M	—	46.3	43.4	48.2	—	46.7	55.9	48.4	+

MD_P = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

*USING SAME BASELINE AS "STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR".

MINORITY-ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 1

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS
BAKER	60	38	M	—	41	40	44	—	78	51	M	M
BALBOA	42	54	45	+	NBD	34	NBD		66	71	M	M
BURBANK	9	14	23	—	NBD	25	NBD		22	30	31	✓
CHOLLAS	No Students				No Students				No Students			
EMERSON	59	78	M	M	45	37	47	—	69	71	M	M
FREESE	61	51	M	M	48	37	49	—	88	84	M	M
FULTON	65	56	M	M	NBD	55	NBD		65	85	M	M
HORTON	48	54	49	+	37	38	41	—	64	72	M	M
JOHNSON	72	72	M	M	NBD	60	NBD		69	70	M	M
KENNEDY	31	54	37	+	23	38	32	+	57	71	M	M
KNOX	62	64	M	M	46	44	47	—	73	75	M	M
LOGAN	35	56	40	+	13	42	25	+	44	53	46	+
LOWELL	46	60	47	+	56	50	M	M	64	80	M	M
MEAD	20	35	28	+	NBD	23	NBD		44	71	46	+
SHERMAN	40	54	43	+	17	25	28	—	49	77	49	+
STOCKTON	47	76	48	+	29	40	36	+	63	70	M	M
VALENCIA PARK	63	63	M	M	NBD	N/A	NBD		71	73	M	M
WEBSTER	91	97	M	M	NBD	85	NBD		89	95	M	M
COMBINED	50.5	58.3	M	M	32.4	42.0	38.3	+	63.9	72.7	M	M

MD_P = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

MINORITY-ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 1

STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS
BAKER	60	39	M	—	41	42	44	✓	78	62	M	M
BALBOA	42	52	45	+	NBD	33	NBD		66	66	M	M
BURBANK	9	11	23	—	NBD	19	NBD		22	31	31	✓
CHOLLAS	NO STUDENTS				NO STUDENTS				NO STUDENTS			
EMERSON	59	71	M	M	45	36	47	—	69	71	M	M
FREESE	61	51	M	M	48	38	49	—	88	85	M	M
FULTON	65	56	M	M	NBD	54	NBD		65	84	M	M
HORTON	48	54	49	+	37	36	41	—	64	70	M	M
JOHNSON	72	72	M	M	NBD	58	NBD		69	71	M	M
KENNEDY	31	54	37	+	23	35	32	+	57	69	M	M
KNOX	62	57	M	M	46	37	47	—	73	71	M	M
LOGAN	35	60	40	+	13	43	25	+	44	54	46	+
LOWELL	46	69	47	+	56	62	M	M	64	85	M	M
MEAD	20	37	28	+	NBD	23	NBD		44	50	46	+
SHERMAN	40	50	43	+	17	19	28	—	49	70	49	+
STOCKTON	47	70	48	+	29	30	36	+	63	72	M	M
VALENCIA PARK	63	64	M	M	NBD	N/A	NBD		71	74	M	M
WEBSTER	91	96	M	M	NBD	86	NBD		89	96	M	M
COMBINED	50.5	57.0	M	M	32.4	39.6	38.3	✓	63.9	72.0	M	M

MD_P = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

*USING SAME BASELINE AS "STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR".

MINORITY-ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 2

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MD_P	1981 ©%≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS
BAKER	24	48	33	+	NBD	39	NBD		73	69	M	M
BALBOA	19	52	29	+	NBD	45	NBD		33	59	39	+
BURBANK	22	24	31	—	NBD	10	NBD		31	24	37	—
CHOLLAS	28	21	35	—	NBD	21	NBD		28	64	35	+
EMERSON	58	44	M	—	51	36	M	—	71	77	M	M
FREESE	51	55	M	M	45	52	47	+	49	80	49	+
FULTON	50	53	M	M	NBD	37	NBD		70	71	M	M
HORTON	27	36	35	✓	15	38	27	+	42	72	45	+
JOHNSON	50	66	M	M	NBD	71	NBD		65	83	M	M
KENNEDY	24	27	33	—	16	24	27	—	36	46	41	+
KNOX	39	44	43	✓	49	30	49	—	71	48	M	—
LOGAN	9	48	23	+	14	32	26	+	39	66	43	+
LOWELL	42	60	45	+	28	40	35	+	53	78	M	M
MEAD	17	22	28	—	NBD	11	NBD		27	58	35	+
SHERMAN	24	32	33	/	15	26	27	✓	48	48	49	✓
STOCKTON	15	48	27	+	10	49	23	+	34	67	39	+
VALENCIA PARK	46	45	47	—	NBD	N/A	NBD		39	64	43	+
WEBSTER	72	71	M	M	NBD	83	NBD		81	83	M	M
COMBINED	33.5	44.6	39.0	+	27.8	38.1	35.2	+	48.4	64.0	48.9	+

MD_P = PUBLISHER'S MEDIAN (50TH PERCENTILE)
NBD = NO BASELINE DATA

© = COMPREHENSION SUBTEST DATA

MINORITY-ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 2

STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980* %≥MD_P	1981 ©%≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS
BAKER	24	42	33	+	NBD	36	NBD		73	67	M	M
BALBOA	19	49	29	+	NBD	44	NBD		33	53	39	+
BURBANK	22	22	31	—	NBD	11	NBD		31	19	37	—
CHOLLAS	28	17	35	—	NBD	17	NBD		28	61	35	+
EMERSON	58	46	M	—	51	41	M	—	71	79	M	M
FREESE	51	54	M	M	45	51	47	+	49	78	49	+
FULTON	50	52	M	M	NBD	40	NBD		70	69	M	M
HORTON	27	34	35	✓	15	38	27	+	42	70	45	+
JOHNSON	50	66	M	M	NBD	71	NBD		65	80	M	M
KENNEDY	24	27	33	—	16	23	27	—	36	45	41	+
KNOX	39	40	43	—	49	32	49	—	71	49	M	—
LOGAN	9	50	23	+	14	29	26	+	39	64	43	+
LOWELL	42	57	45	+	28	29	35	+	53	77	M	M
MEAD	17	23	28	—	NBD	10	NBD		27	55	35	+
SHERMAN	24	32	33	✓	15	25	27	✓	48	43	49	—
STOCKTON	15	46	27	+	10	45	23	+	34	66	39	+
VALENCIA PARK	46	43	47	—	NBD	N/A	NBD		39	56	43	+
WEBSTER	72	67	M	M	NBD	70	NBD		81	82	M	M
COMBINED	33.5	43.2	39.0	+	27.8	36.9	35.2	✓	48.4	61.2	48.9	+

MD_P = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

*USING SAME BASELINE AS "STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR".

© = COMPREHENSION SUBTEST DATA

MINORITY-ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 3

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MD_P	1981 ©%≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS
BAKER	31	48	36	+	NBD	41	NBD		18	42	26	+
BALBOA	23	38	30	+	NBD	28	NBD		28	38	34	+
BURBANK	NBD	21	NBD		NBD	17	NBD		—	18	NBD	
CHOLLAS	31	36	36	✓	27	40	35	+	38	66	41	+
EMERSON	26	62	32	+	27	45	33	+	43	66	45	+
FREESE	39	52	42	+	40	46	43	+	49	59	49	+
FULTON	51	48	M	—	NBD	48	NBD		46	56	47	+
HORTON	24	29	30	✓	13	19	22	—	16	32	24	+
JOHNSON	53	49	M	✓	NBD	47	NBD		63	41	M	—
KENNEDY	20	35	28	+	33	30	37	—	19	40	27	+
KNOX	35	44	39	+	33	39	37	✓	30	57	35	+
LOGAN	24	29	30	✓	20	19	28	—	41	34	43	—
LOWELL	29	57	34	+	18	47	26	+	41	52	43	+
MEAD	No Students				No Students				No Students			
SHERMAN	41	42	43	✓	40	38	43	—	49	60	49	+
STOCKTON	23	40	30	+	24	34	31	+	29	39	34	+
VALENCIA PARK	28	31	34	—	NBD	N/A	NBD		25	32	31	✓
WEBSTER	74	79	M	M	NBD	N/A	NBD		76	94	M	M
COMBINED	33.7	43.3	37.8	+	29.2	35.8	34.4	✓	38.4	49.5	41.3	+

MD_P = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

© = COMPREHENSION SUBTEST DATA

MINORITY-ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 3

STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980* %≥MD_P	1981© %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS
BAKER	31	49	36	+	NBD	39	NBD		18	44	26	+
BALBOA	23	36	30	+	NBD	28	NBD		28	36	34	✓
BURBANK	NBD				NBD	15	NBD		NBD	16	NBD	
CHOLLAS	31	35	36	✓	27	40	33	+	38	67	41	+
EMERSON	26	51	32	+	27	38	33	+	43	59	45	+
FREESE	39	47	42	+	40	42	43	✓	49	55	49	+
FULTON	51	51	M	M	NBD	47	NBD		46	56	47	+
HORTON	24	28	30	—	13	22	22	✓	16	31	25	+
JOHNSON	53	51	M	M	NBD	49	NBD		63	44	M	—
KENNEDY	20	33	28	+	33	30	37	—	19	38	27	+
KNOX	35	43	39	+	33	37	37	✓	30	52	35	+
LOGAN	24	29	30	✓	20	20	28	—	41	35	43	—
LOWELL	29	57	34	+	18	46	26	+	41	50	43	+
MEAD	NO STUDENTS				NO STUDENTS				NO STUDENTS			
SHERMAN	41	44	43	✓	40	37	43	—	49	57	49	+
STOCKTON	23	39	30	+	24	33	31	✓	29	38	34	+
VALENCIA PARK	28	29	34	—	NBD	N/A	NBD		25	29	31	—
WEBSTER	74	81	M	M	NBD	N/A	NBD		76	94	M	M
COMBINED	33.7	41.8	37.8	+	29.2	34.6	34.4	✓	38.4	47.5	41.3	+

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© = COMPREHENSION SUBTEST DATA

MINORITY-ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 4

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MD_P	1981 %≥MD_P ©	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS
BAKER	15	41	24	+	NBD	42	NBD		21	53	28	+
BALBOA	10	27	20	+	NBD	20	NBD		18	39	26	+
BURBANK	No Students				No Students				No Students			
CHOLLAS	6	31	17	+	NBD	38	NBD		15	48	24	+
EMERSON	12	35	22	+	13	44	22	+	19	61	27	+
FREESE	38	53	41	+	42	52	44	+	37	64	40	+
FULTON	24	45	30	+	NBD	57	NBD		25	47	31	+
HORTON	29	15	34	—	23	15	30	—	22	18	29	—
JOHNSON	32	60	36	+	34	62	38	+	37	66	40	+
KENNEDY	25	26	31	—	35	22	39	—	42	22	44	—
KNOX	22	36	29	+	NBD	34	NBD		29	44	34	+
LOGAN	11	28	21	+	8	26	19	+	16	38	24	+
LOWELL	20	21	28	—	24	14	30	—	32	50	36	+
MEAD	No Students				No Students				No Students			
SHERMAN	15	28	24	+	14	25	23	+	26	35	32	+
STOCKTON	23	20	30	—	17	40	25	+	26	44	32	+
VALENCIA PARK	26	32	32	✓	NBD	31	NBD		26	32	32	✓
WEBSTER	56	66	M	M	NBD	N/A	NBD		63	79	M	M
COMBINED	23.0	35.8	29.8	+	22.1	35.7	29.1	+	28.3	46.5	33.7	+

MD_P = PUBLISHER'S MEDIAN (50TH PERCENTILE)

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MINORITY-ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 4

STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS
BAKER	15	35	24	+	NBD	36	NBD		21	50	28	+
BALBOA	10	27	20	+	NBD	21	NBD		18	38	26	+
BURBANK	NO STUDENTS				NO STUDENTS				NO STUDENTS			
CHOLLAS	6	31	17	+	NBD	39	NBD		15	51	24	+
EMERSON	12	34	22	+	13	44	22	+	19	58	27	+
FREESE	38	52	41	+	42	51	44	+	37	63	40	+
FULTON	24	43	30	+	NBD	50	NBD		25	47	31	+
HORTON	29	16	34	—	23	14	30	—	22	23	29	—
JOHNSON	32	57	36	+	34	59	38	+	37	64	40	+
KENNEDY	25	23	31	—	35	20	39	—	42	19	44	—
KNOX	22	38	29	+	NBD	33	NBD		29	45	34	+
LOGAN	11	31	21	+	8	30	19	+	16	38	24	+
LOWELL	20	20	28	—	24	14	30	—	32	41	36	+
MEAD	NO STUDENTS				NO STUDENTS				NO STUDENTS			
SHERMAN	15	28	24	+	14	27	23	+	26	37	32	+
STOCKTON	23	18	30	—	17	36	25	+	26	43	32	+
VALENCIA PARK	26	31	32	✓	NBD	38	NBD		26	31	32	✓
WEBSTER	56	66	M	M	NBD	N/A	NBD		63	78	M	M
COMBINED	23.0	35.0	29.8	+	22.1	34.7	29.1	+	28.3	45.8	33.7	+

MD_P = PUBLISHER'S MEDIAN (50TH PERCENTILE)
NBD = NO BASELINE DATA
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©= COMPREHENSION SUBTEST DATA

MINORITY-ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 5

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MD_p	1981 ©%≥MD_p	INTERIM GOALS	STATUS	1980 %≥MD_p	1981 %≥MD_p	INTERIM GOALS	STATUS	1980 %≥MD_p	1981 %≥MD_p	INTERIM GOALS	STATUS
BAKER	26	13	32	—	18	18	26	—	30	46	35	+
BALBOA	15	16	24	—	21	15	28	—	35	22	39	—
BURBANK	No Students				No Students				No Students			
CHOLLAS	13	24	22	✓	17	22	25	—	28	43	34	+
EMERSON	12	46	22	+	20	31	27	+	33	54	37	+
FREESE	37	44	40	+	39	48	42	+	48	69	48	+
FULTON	42	30	44	—	36	35	39	—	33	43	37	+
HORTON	14	31	23	+	14	33	23	+	23	60	30	+
JOHNSON	54	53	M	M	47	56	48	+	49	72	49	+
KENNEDY	17	19	25	—	19	34	27	+	25	26	31	+
KNOX	19	31	27	+	18	26	26	✓	26	38	32	+
LOGAN	7	14	18	—	8	15	19	—	16	43	24	+
LOWELL	11	22	21	✓	7	17	18	✓	18	42	26	+
MEAD	No Students				No Students				No Students			
SHERMAN	18	22	26	—	29	25	34	—	34	45	38	+
STOCKTON	16	19	24	—	11	21	21	✓	15	42	24	+
VALENCIA PARK	37	34	40	—	31	32	35	—	40	33	42	—
WEBSTER	51	49	M	—	52	52	M	M	61	52	M	M
COMBINED	23.9	29.5	30.4	✓	24.5	31.2	30.9	✓	33.2	44.8	37.4	+

MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

© = COMPREHENSION SUBTEST DATA

MINORITY-ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 5

STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980* %≥MD_P	1981 © %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS
BAKER	26	13	32	—	18	16	26	—	30	39	35	+
BALBOA	15	17	24	—	21	16	28	—	35	24	39	—
BURBANK	NO STUDENTS				NO STUDENTS				NO STUDENTS			
CHOLLAS	13	24	22	✓	17	21	25	—	28	43	34	+
EMERSON	12	38	22	+	20	29	27	✓	33	56	37	+
FREESE	37	43	40	+	39	47	42	+	48	68	48	+
FULTON	42	32	44	—	36	37	39	✓	33	46	37	+
HORTON	14	31	23	+	14	31	23	+	23	58	30	+
JOHNSON	54	52	M	M	47	53	48	+	49	67	49	+
KENNEDY	17	22	25	—	19	34	27	+	25	25	31	—
KNOX	19	28	27	✓	18	25	26	✓	26	38	32	+
LOGAN	7	16	18	✓	8	15	19	—	16	39	24	+
LOWELL	11	24	21	+	7	16	18	✓	18	38	26	+
MEAD	NO STUDENTS				NO STUDENTS				NO STUDENTS			
SHERMAN	18	26	26	✓	29	28	34	—	34	47	38	+
STOCKTON	16	20	24	—	11	22	21	✓	15	40	24	+
VALENCIA PARK	37	33	40	—	31	32	35	—	40	35	42	—
WEBSTER	51	49	M	—	52	51	M	M	61	52	M	M
COMBINED	23.9	29.4	30.4	✓	24.5	30.2	30.9	✓	33.2	44.2	37.4	+

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NBD = NO BASELINE DATA

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©= COMPREHENSION SUBTEST DATA

MINORITY-ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 6

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MD_p	1981 ©%≥MD_p	INTERIM GOALS	STATUS	1980 %≥MD_p	1981 %≥MD_p	INTERIM GOALS	STATUS	1980 %≥MD_p	1981 %≥MD_p	INTERIM GOALS	STATUS
BAKER	42	38	44	—	NBD	62	NBD		29	67	34	+
BALBOA	14	38	23	+	NBD	36	NBD		27	48	33	+
BURBANK	No Students				No Students				No Students			
CHOLLAS	20	23	28	—	NBD	28	NBD		26	27	32	—
EMERSON	17	28	25	+	17	28	25	+	22	46	29	+
FREESE	47	58	48	+	50	54	50	+	45	70	46	+
FULTON	52	60	M	M	NBD	55	NBD		52	48	M	—
HORTON	24	32	30	✓	29	36	34	✓	36	52	40	+
JOHNSON	32	65	36	+	NBD	80	NBD		42	69	44	+
KENNEDY	16	23	24	✓	16	35	24	+	11	29	21	+
KNOX	28	37	34	+	NBD	39	NBD		35	49	39	+
LOGAN	13	19	22	—	16	16	24	—	20	42	28	+
LOWELL	8	17	18	✓	8	28	19	+	15	22	24	✓
MEAD	No Students				No Students				No Students			
SHERMAN	18	24	26	✓	20	30	28	✓	30	49	35	+
STOCKTON	16	39	24	+	17	50	25	+	15	53	24	+
VALENCIA PARK	46	35	47	—	49	53	49	+	40	38	42	—
WEBSTER	70	63	M	M	NBD	N/A	NBD		70	72	M	M
COMBINED	27.4	37.8	33.0	+	25.3	38.9	31.5	+	31.3	49.2	36.0	+

MD_p = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

© = COMPREHENSION SUBTEST DATA

MINORITY-ISOLATED ELEMENTARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 6

STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980* %≥MD_P	1981 © %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS
BAKER	42	32	44	—	NBD	52	NBD		29	60	34	+
BALBOA	14	37	23	+	NBD	34	NBD		27	44	33	+
BURBANK	NO STUDENTS				NO STUDENTS				NO STUDENTS			
CHOLLAS	20	23	28	—	NBD	29	NBD		26	28	32	—
EMERSON	17	27	25	✓	17	29	25	+	22	46	29	+
FREESE	47	55	48	+	50	52	50	+	45	66	46	+
FULTON	52	57	M	M	NBD	52	NBD		52	48	M	—
HORTON	24	35	30	+	29	28	34	—	36	49	40	+
JOHNSON	32	61	36	+	NBD	80	NBD		42	65	44	+
KENNEDY	16	21	24	—	16	31	24	+	11	29	21	+
KNOX	28	38	34	+	NBD	38	NBD		35	45	39	+
LOGAN	13	21	22	✓	16	17	24	—	20	41	28	+
LOWELL	8	14	18	—	8	26	19	+	15	21	24	—
MEAD	NO STUDENTS				NO STUDENTS				NO STUDENTS			
SHERMAN	18	23	26	—	20	28	28	✓	30	45	35	+
STOCKTON	16	40	24	+	17	47	25	+	15	48	24	+
VALENCIA PARK	46	34	47	—	49	52	49	+	40	36	42	—
WEBSTER	70	64	M	M	NBD	N/A	NBD		70	71	M	M
COMBINED	27.4	37.0	33.0	+	25.3	37.0	31.5	+	31.3	46.7	36.0	+

MD_P = PUBLISHER'S MEDIAN (50TH PERCENTILE)

NBD = NO BASELINE DATA

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© = COMPREHENSION SUBTEST DATA

MINORITY-ISOLATED SECONDARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 7

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS
GOMPERS	44	48	45	+	46	47	47	✓	60	68	M	M
MEMORIAL	14	28	21	+	17	32	24	+	28	46	32	+
O'FARRELL	24	43	29	+	27	36	32	+	41	55	43	+
LINCOLN	No Students				No Students				No Students			
COMBINED	27.5	40.7	32.0	+	34.3	79.4	39.4	✓	43.9	58.1	45.1	+

STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS
GOMPERS	44	43	45	✓	46	43	47	—	60	66	M	M
MEMORIAL	17	28	21	+	17	28	24	+	28	42	32	+
O'FARRELL	24	40	29	+	27	35	32	+	41	53	43	+
LINCOLN	No Students				No Students				No Students			
COMBINED	27.5	37.8	32.0	+	34.3	36.3	37.4	✓	43.9	55.1	45.1	+

MD_P = PUBLISHER'S MEDIAN (50TH PERCENTILE)

*USING SAME BASELINE AS "STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR".

MINORITY-ISOLATED SECONDARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 8

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS
GOMPERS	63	43	M	—	74	43	M	—	81	61	M	M
MEMORIAL	17	24	24	✓	24	26	29	—	31	45	35	+
O'FARRELL	26	39	31	+	38	35	41	—	34	46	37	+
LINCOLN	No Students				No Students				No Students			
COMBINED	27.9	36.7	32.3	+	41.3	36.0	43.0	—	39.8	51.9	41.8	+

STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS
GOMPERS	63	40	M	—	74	41	M	—	81	58	M	M
MEMORIAL	17	22	24	✓	24	24	29	—	31	42	35	+
O'FARRELL	26	35	31	+	38	33	41	—	34	44	37	+
LINCOLN	No Students				No Students				No Students			
COMBINED	27.9	34.0	32.3	✓	41.3	34.2	43.0	—	39.8	48.7	41.8	+

MD_P = PUBLISHER'S MEDIAN (50TH PERCENTILE)

*USING SAME BASELINE AS "STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR".

MINORITY-ISOLATED SECONDARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 9

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS
GOMPERS	51	62	M	M	52	68	M	M	68	84	M	M
MEMORIAL	13	13	20	—	30	27	34	—	20	36	26	+
O'FARRELL	19	23	25	✓	11	24	19	+	25	37	30	+
LINCOLN	13	8	20	—	17	14	24	—	25	27	30	—
COMBINED	19.3	23.1	25.4	—	29.9	30.3	33.9	—	28.3	42.0	32.6	+

STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS
GOMPERS	51	62	M	M	52	65	M	M	68	82	M	M
MEMORIAL	13	13	20	—	30	26	34	—	20	59	26	+
O'FARRELL	19	22	25	—	11	23	19	—	25	34	30	+
LINCOLN	13	9	20	—	17	13	24	—	25	22	30	—
COMBINED	19.3	22.0	25.4	—	29.9	28.2	33.9	—	28.3	45.5	32.6	+

MD_P = PUBLISHER'S MEDIAN (50TH PERCENTILE)

*USING SAME BASELINE AS "STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR".

MINORITY-ISOLATED SECONDARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 10

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS
LINCOLN	7	9	16	—	9	12	17	—	14	19	21	✓
MORSE	32	35	36	✓	NBD**	37	(?)	(?)	34	36	37	✓
GOMPERS	70	67	M	M	77	69	M	M	80	76	M	M
COMBINED	29.7	30.7	33.8	—	26.2	33.0	31.0	+	33.4	34.3	36.7	—

STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS
LINCOLN	7	9	16	—	9	13	17	—	14	19	21	✓
MORSE	32	33	36	—	NBD**	34	(?)	(?)	34	34	37	—
GOMPERS	70	70	M	M	77	72	M	M	80	78	M	M
COMBINED	29.7	29.3	33.8	—	26.2	31.5	31.0	✓	33.4	29.8	36.7	—

MD_P = PUBLISHER'S MEDIAN (50TH PERCENTILE)

*USING SAME BASELINE AS "STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR".

** = NO BASELINE DATA

MINORITY-ISOLATED SECONDARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 11

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS
LINCOLN	19	15	25	—	18	16	24	—	21	16	27	—
MORSE	41	44	43	✓	NBD**	43	(?)	(?)	50	36	M	—
GOMPERS	NBD**	50	(?)	(?)	NBD**	44	(?)	(?)	NBD	44	(?)	(?)
COMBINED	35.7	36.3	38.6	—	19.0	36.0	25.2	+	42.6	31.4	44.1	—

STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS
LINCOLN	19	15	25	—	18	18	24	—	21	18	27	—
MORSE	41	42	43	✓	NBD**	42	(?)	(?)	50	36	M	—
GOMPERS	NBD**	56	(?)	(?)	NBD**	52	(?)	(?)	NBD**	64	(?)	(?)
COMBINED	35.7	35.5	38.6	—	19.0	35.9	25.2	+	42.6	31.5	44.1	—

MD_P = PUBLISHER'S MEDIAN (50TH PERCENTILE)

*USING SAME BASELINE AS "STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR".

**NBD = NO BASELINE DATA

MINORITY-ISOLATED SECONDARY SCHOOLS
CTBS DATA BY SCHOOL AND COMBINED - GRADE 12

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS	1980 %≥MD_P	1981 %≥MD_P	INTERIM GOALS	STATUS
LINCOLN	NBD**	18	(?)	(?)	NBD**	19	(?)	(?)	NBD**	19	(?)	(?)
MORSE	NBD**	39	(?)	(?)	NBD**	41	(?)	(?)	NBD**	38	(?)	(?)
GOMPERS	No Students				No Students				No Students			
COMBINED	NBD**	33.0	(?)	(?)	NBD**	34.5	(?)	(?)	NBD**	32.9	(?)	(?)

STUDENTS IN ATTENDANCE FOR PART OF SCHOOL YEAR

SCHOOL	READING				LANGUAGE				MATHEMATICS			
	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS	1980* %≥MD_P	1981 %≥MD_P	INTERIM* GOALS	STATUS
LINCOLN	NBD**	20	(?)	(?)	NBD**	21	(?)	(?)	NBD**	20	(?)	(?)
MORSE	NBD**	39	(?)	(?)	NBD**	40	(?)	(?)	NBD**	38	(?)	(?)
GOMPERS	No Students				No Students				No Students			
COMBINED	NBD**	33.3	(?)	(?)	NBD**	34.8	(?)	(?)	NBD**	33.1	(?)	(?)

MD_P = PUBLISHER'S MEDIAN (50TH PERCENTILE)

*USING SAME BASELINE AS "STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR".

**NBD = NO BASELINE DATA

APPENDIX F

SPRING 1981 CTBS TESTING RESULTS

PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS

MINORITY ISOLATED SCHOOLS BY GRADE

SPRING 1981 TESTING RESULTS
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM S, LEVEL A
PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS
MINORITY ISOLATED SCHOOLS KINDERGARTEN

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL NAME	LETR. FORMS	LETR. NAMES	TOTAL ALPHA SK.	LISTENING	LETR. SOUND	VISL. DISC.	SOUND MATCH	TOTAL VIS. & AUD.	LANGUAGE	TOTAL PRERDG.	MATH
BAKER	55	66	56	38	56	53	58	45	48	44	57
BALBOA	24	25	22	34	70	39	21	24	28	32	35
BURBANK	61	59	65	15	50	56	27	29	33	31	43
CHOLLAS	--	--	--	--	NO KINDERGARTEN ENROLLMENT			--	--	--	--
EMERSON	71	70	75	53	85	69	64	68	56	79	80
FREESE	61	73	71	50	72	59	65	63	54	67	70
FULTON	80	74	83	44	79	64	65	65	55	72	62
HORTON	50	63	55	44	68	43	55	45	46	51	81
JOHNSON	80	77	83	64	84	59	82	74	50	86	53
KENNEDY	69	69	74	54	79	68	58	59	53	68	61
KNOX	59	65	67	45	68	66	57	63	46	57	67
LOGAN	38	39	38	43	51	48	31	31	31	35	43
LOWELL	61	70	73	32	50	53	31	36	58	40	64
MEAD	62	72	71	43	64	45	52	43	39	52	41
SHERMAN	30	24	28	23	42	41	29	34	24	29	34
STOCKTON	37	34	30	42	64	39	54	38	28	43	34
VALENCIA PARK	N/A	N/A	N/A	N/A	88	N/A	N/A	N/A	N/A	N/A	75
WEBSTER	56	62	57	60	77	69	71	73	58	71	58
COMBINED	53	62	55	43	70	55	53	50	45	50	56

SPRING 1981 TESTING RESULTS
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM S, LEVEL B
PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS
MINORITY ISOLATED SCHOOLS GRADE 1

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL NAME	LETR. SOUNDS	WORD RCGN. I	READING COMPR.	WORD RCGN. II	TOTAL READING	LANG. I	LANG. II	TOTAL LANG.	CNCPT. & APPL.	MATH COMPU.	TOTAL MATH
BAKER	42	27	40	39	42	39	30	41	49	52	53
BALBOA	60	41	45	43	51	38	39	40	56	74	73
BURBANK	16	16	24	19	22	30	28	31	18	34	23
CHOLLAS	--	--	--	--	NO GRADE 1	ENROLLMENT	--	--	--	--	--
EMERSON	65	56	55	52	60	46	45	44	53	74	71
FREESE	41	43	48	44	50	43	39	39	63	77	74
FULTON	56	45	50	49	54	49	58	53	68	82	78
HORTON	49	40	51	43	52	41	39	40	67	74	75
JOHNSON	76	64	67	73	72	54	71	64	59	79	76
KENNEDY	49	53	48	41	52	32	47	40	59	77	73
KNOX	57	51	50	56	58	39	46	44	68	75	74
LOGAN	42	46	47	47	55	42	47	44	45	59	56
LOWELL	64	35	50	48	56	53	55	49	67	89	83
MEAD	34	30	37	31	36	25	30	27	55	69	64
SHERMAN	58	39	49	44	51	30	27	27	61	72	73
STOCKTON	65	59	61	58	63	38	47	44	59	80	72
VALENCIA PARK	63	48	55	61	58	N/A	N/A	N/A	68	70	71
WEBSTER	78	73	76	71	77	70	73	75	76	91	88
COMBINED	56	45	51	48	56	41	45	43	61	74	72

SPRING 1981 TESTING RESULTS
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM S, LEVEL C
PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS
MINORITY ISOLATED SCHOOLS GRADE 2

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL NAME	READING VOCAB.	READING SENT.	READING PASS.	TOTAL READING	LANG. EXPR.	SPELL.	LANG. MECH.	TOTAL LANG.	MATH COMPUT.	CONCEPTS & APPL.	TOTAL MATH
BAKER	42	49	43	52	47	36	52	44	76	63	73
BALBOA	43	46	48	46	43	34	70	46	62	45	57
BURBANK	29	27	19	27	29	26	26	21	32	33	32
CHOLLAS	43	28	35	41	31	44	46	43	76	43	58
EMERSON	39	40	42	43	43	33	59	39	85	60	79
FREESE	62	49	51	55	50	42	68	52	75	61	71
FULTON	48	52	55	54	53	39	45	43	71	58	67
HORTON	39	37	34	39	35	36	43	40	78	57	71
JOHNSON	65	68	56	65	67	68	75	70	83	70	80
KENNEDY	29	27	27	29	25	30	32	30	49	48	44
KNOX	47	41	42	47	40	39	42	42	64	33	48
LOGAN	37	38	45	42	40	29	39	41	55	51	60
LOWELL	57	73	72	70	74	36	63	46	78	60	77
MEAD	20	18	13	17	11	21	16	10	62	43	55
SHERMAN	40	27	28	37	30	29	30	32	56	37	47
STOCKTON	40	46	42	43	43	50	62	48	67	48	62
VALENCIA PARK	47	49	43	53	N/A	N/A	N/A	N/A	66	52	64
WEBSTER	51	65	60	57	56	63	74	62	83	67	76
COMBINED	43	42	42	45	40	35	49	42	68	52	63

SPRING 1981 TESTING RESULTS
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM S, LEVEL 1
PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS
MINORITY ISOLATED SCHOOLS GRADE 3

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONCEPTS	MATH APPLIC.	TOTAL MATH
BAKER	69	47	55	35	32	37	35	52	45	38	44
BALBOA	49	42	48	20	25	36	26	52	40	38	46
BURBANK	21	25	20	21	18	19	19	42	24	29	33
CHOLLAS	78	41	56	21	46	51	43	74	57	46	59
EMERSON	63	54	59	50	40	46	45	55	66	52	55
FREESE	79	51	60	51	36	50	46	64	50	51	55
FULTON	66	47	59	48	46	49	47	65	55	45	56
HORTON	30	25	30	24	31	24	26	48	33	28	40
JOHNSON	73	49	60	41	49	51	47	49	45	42	43
KENNEDY	47	40	42	44	27	37	39	46	35	32	37
KNOX	60	46	60	44	40	43	40	61	52	48	55
LOGAN	37	27	32	28	21	25	27	49	39	41	41
LOWELL	64	51	55	50	18	52	45	61	50	54	59
MEAD	--	--	--	--	NO GRADE 3 ENROLLMENT		--	--	--	--	--
SHERMAN	64	45	52	45	37	37	38	72	50	43	57
STOCKTON	64	41	48	40	42	37	39	51	37	37	44
VALENCIA PARK	43	31	33	N/A	N/A	N/A	N/A	33	35	27	32
WEBSTER	70	63	68	N/A	N/A	N/A	N/A	85	64	66	69
COMBINED	57	44	49	36	33	40	36	56	46	43	49

SPRING 1981 TESTING RESULTS
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM S, LEVEL 1
PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS
MINORITY ISOLATED SCHOOLS GRADE 4

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONCEPTS	MATH APPLIC.	TOTAL MATH
BAKER	50	41	44	41	32	45	36	71	51	44	52
BALBOA	40	37	36	28	37	31	33	62	40	36	44
BURBANK	--	--	--	--	NO GRADE 4 ENROLLMENT		--	--	--	--	--
CHOLLAS	39	36	35	39	48	33	40	65	47	42	49
EMERSON	63	42	47	50	41	39	43	62	65	49	62
FREESE	62	51	52	49	55	55	52	68	62	54	62
FULTON	63	41	52	58	53	45	58	63	52	41	47
HORTON	44	29	31	28	19	26	23	44	24	24	34
JOHNSON	67	62	64	56	68	61	62	80	71	57	74
KENNEDY	26	25	26	33	35	25	31	45	32	25	35
KNOX	44	36	36	38	44	36	39	55	42	41	45
LOGAN	45	31	36	28	25	29	27	59	36	34	43
LOWELL	47	37	40	38	29	37	34	63	46	40	49
MEAD	--	--	--	--	NO GRADE 4 ENROLLMENT		--	--	--	--	--
SHERMAN	51	33	38	33	35	22	26	62	38	38	44
STOCKTON	56	37	45	49	39	36	43	59	48	40	48
VALENCIA PARK	38	34	35	19	50	26	25	38	35	33	33
WEBSTER	62	58	59	N/A	N/A	N/A	N/A	81	58	62	66
COMBINED	49	39	40	38	40	36	38	60	45	40	47

SPRING 1981 TESTING RESULTS
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM S, LEVEL 2
PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS
MINORITY ISOLATED SCHOOLS GRADE 5

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONCEPTS	MATH APPLIC.	TOTAL MATH
BAKER	25	22	24	23	31	25	24	54	48	41	45
BALBOA	24	20	22	19	26	23	21	39	33	26	30
BURBANK	--	--	--	--	NO GRADE 5 ENROLLMENT		--	--	--	--	--
CHOLLAS	27	25	22	24	27	34	24	56	44	34	48
EMERSON	42	48	45	40	44	34	39	62	59	40	53
FREESE	50	47	48	45	61	46	48	69	60	53	60
FULTON	45	39	45	36	46	44	42	53	44	39	47
HORTON	36	35	35	26	33	37	30	69	60	43	58
JOHNSON	58	52	58	52	44	54	52	64	59	47	60
KENNEDY	34	29	31	33	39	31	28	37	40	24	28
KNOX	41	37	40	34	34	32	29	45	40	28	37
LOGAN	19	25	23	26	32	25	26	42	50	42	45
LOWELL	23	31	27	24	23	37	33	45	39	33	42
MEAD	--	--	--	--	NO GRADE 5 ENROLLMENT		--	--	--	--	--
SHERMAN	23	22	19	25	37	20	18	60	45	34	46
STOCKTON	23	20	20	31	28	22	22	59	42	28	44
VALENCIA PARK	35	37	37	34	33	36	33	37	36	35	34
WEBSTER	59	49	53	50	51	55	50	63	50	40	52
COMBINED	38	33	34	32	37	36	32	53	46	38	47

SPRING 1981 TESTING RESULTS
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM S, LEVEL 2
PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS
MINORITY ISOLATED SCHOOLS GRADE 6

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONCEPTS	MATH APPLIC.	TOTAL MATH
BAKER	68	46	62	44	65	49	58	73	68	47	54
BALBOA	48	40	42	30	49	42	39	53	48	42	48
BURBANK	--	--	--	--	NO GRADE 6 ENROLLMENT		--	--	--	--	--
CHOLLAS	38	39	36	35	35	34	34	53	36	28	40
EMERSON	44	39	40	33	40	38	36	63	46	37	46
FREESE	64	55	58	44	57	60	52	66	62	52	58
FULTON	58	57	59	51	45	53	53	54	58	44	48
HORTON	47	43	43	38	35	49	35	60	50	40	51
JOHNSON	67	59	65	51	61	78	75	79	66	60	63
KENNEDY	35	32	35	33	42	40	35	44	42	29	37
KNOX	51	42	50	36	38	45	41	51	48	45	48
LOGAN	35	31	32	22	29	30	26	53	50	36	45
LOWELL	41	37	39	35	30	40	34	45	33	30	37
MEAD	--	--	--	--	NO GRADE 6 ENROLLMENT		--	--	--	--	--
SHERMAN	35	30	34	25	41	35	29	64	50	35	49
STOCKTON	51	47	48	42	50	43	47	53	55	43	50
VALENCIA PARK	45	43	41	35	58	62	51	47	46	37	43
WEBSTER	58	65	57	N/A	N/A	N/A	N/A	71	71	56	59
COMBINED	47	43	45	36	43	44	39	57	51	42	48

SPRING 1981 TESTING RESULTS
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM S, LEVEL 3
PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS
MINORITY ISOLATED SCHOOLS GRADES 7, 8, AND 9
STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

GRADE 7

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONCEPTS	MATH APPLIC.	TOTAL MATH
GOMPERS	47	40	48	54	45	48	47	75	61	58	68
MEMORIAL	32	31	30	30	38	33	29	52	50	41	46
O'FARRELL	47	38	43	52	39	41	43	62	45	46	55
COMBINED	42	36	40	47	40	41	41	63	51	49	58

GRADE 8

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONCEPTS	MATH APPLIC.	TOTAL MATH
GOMPERS	41	39	39	42	46	46	43	64	57	53	60
MEMORIAL	25	29	29	34	31	38	32	50	48	37	46
O'FARRELL	40	37	40	43	36	41	39	53	43	39	48
COMBINED	35	36	36	39	38	43	38	54	48	43	50

GRADE 9

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONCEPTS	MATH APPLIC.	TOTAL MATH
GOMPERS	69	66	71	61	64	67	63	77	74	74	76
MEMORIAL	28	33	30	32	38	39	37	46	35	37	42
O'FARRELL	32	36	34	37	35	34	36	48	32	37	36
LINCOLN	30	23	26	30	31	28	27	42	27	32	38
COMBINED	34	35	35	37	39	39	38	48	35	43	44

SPRING 1981 TESTING RESULTS
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM S, LEVEL 3
PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS
MINORITY ISOLATED SCHOOLS GRADES 10, 11, AND 12

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

GRADE 10

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONCEPTS	MATH APPLIC.	TOTAL MATH
GOMPERS	77	66	77	64	60	84	85	86	91	87	85
LINCOLN	23	16	15	23	25	19	24	42	24	19	33
MORSE	35	43	39	41	45	37	43	46	38	36	44
COMBINED	32	38	34	36	42	34	34	46	36	34	40

GRADE 11

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONCEPTS	MATH APPLIC.	TOTAL MATH
GOMPERS	52	58	53	40	46	48	42	62	49	49	50
LINCOLN	18	21	18	19	27	21	18	34	22	22	28
MORSE	40	45	43	44	41	45	42	45	38	33	39
COMBINED	34	39	36	37	36	37	34	42	34	28	36

GRADE 12

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONCEPTS	MATH APPLIC.	TOTAL MATH
GOMPERS	--	--	--	--	NO GRADE 12 ENROLLMENT		--	--	--	--	--
LINCOLN	21	26	22	25	23	25	22	38	26	19	29
MORSE	38	42	38	38	37	45	41	41	41	37	39
COMBINED	34	38	34	33	33	38	36	40	35	30	35